

F O R E I G N S E R V I C E I N S T I T U T E

K I R U N D I

BASIC COURSE



D E P A R T M E N T O F S T A T E

KIRUNDI

BASIC COURSE



This work was compiled and published with the support of the Office of Education, Department of Health, Education and Welfare, United States of America.

Based on Kirundi Texts and Exercises Provided by:

RAYMOND SETUKURU,

Terence Nsanze and Daniel Nicimpaye

Organized and edited by:

EARL W. STEVICK

FOREIGN SERVICE INSTITUTE

WASHINGTON, D.C.

D E P A R T M E N T O F S T A T E

KIRUNDI

*FOREIGN SERVICE INSTITUTE
BASIC COURSE SERIES*

*LLOYD B. SWIFT
Acting Editor*

BASIC COURSE

PREFACE

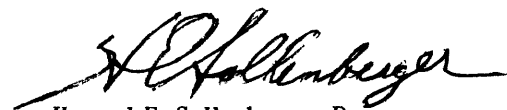
Kirundi, together with its companion language, Kinyarwanda, is one of the most important of Bantu languages. This book is intended to give the student a start in Kirundi, providing him with dialogues that relate to some of the first situations in which he is likely to use the language, as well as with systematic practice in all major points of grammar.

The present volume is one of a series of short Basic Courses in selected African languages, prepared by the Foreign Service Institute, under an agreement with the Office of Education, Department of Health, Education and Welfare, under provisions of the National Defense Education Act.

*The analysis on which this course is based is contained in A. E. Meeussen's **Essai de Grammaire Rundi**. Dictionaries by F. M. Rodegem and Elizabeth E. Cox were also of great value. Part of the manuscript was checked at Michigan State University by Charles Kraft, David McClure and D. Kamatari. The contributions of these scholars are gratefully acknowledged.*

Kirundi Basic Course is the work of many collaborators. Raymond Setukuru, Terence Nsanze and Daniel Nicimpaye provided the dialogues and other texts, as well as the exercise material. Setukuru also provided data for use in the construction of notes on sounds and grammar, checked the entire manuscript, and voiced the tape recordings which accompany the course. The manuscript was also checked by Gregoire Ndinze.

General organizing, editing and the preparation of notes were the responsibility of Earl W. Stevick. The tape recordings were prepared in the Language Laboratory of the Foreign Service Institute, under the direction of Gabriel Cordova.


Howard E. Sollenberger, Dean
School of Language and Area Studies
Foreign Service Institute
Department of State

KIRUNDI

TABLE OF CONTENTS

A learner's synopsis of Kirundi structure..... xiii

Unit 1

Dialogue: Exchanging greetings and getting acquainted... 5

Notes:

1. The use of the terms 'pitch' and 'tone'..... 10
2. Pitch in yes-no questions..... 16
3. Anticipated high tone in final position..... 17
4. The use of subject prefixes..... 18
5. The immediate tense..... 19
6. Absolute personal pronouns..... 20
7. Locative prefixes..... 21
8. The copula /'ni/..... 21
9. The combination /n/ plus /r/..... 22

Vocabulary supplement:

1. Names for members of various ethnic groups.... 27
2. Places where people work..... 30
3. Some objects which frequently require specification of ownership..... 31

Unit 2

Dialogue: Looking for work..... 33

Notes:

1. The singular and plural forms of personal pronouns..... 36
2. Object prefixes..... 37
3. The tones of certain nouns borrowed from European languages and Swahili..... 38

BASIC COURSE

4. Infinitives.....	39
5. The verb forms that contain the root /-zi/..	41
6. The grammatical dimension of 'linkage'.....	42
Vocabulary supplement:	
1. Some common activities.....	43
2. Some common occupations.....	46
3. Days of the week.....	48
Unit 3	
Dialogue: Where do people live and work?.....	52
Notes:	
1. The alternation of nasal consonants.....	54
2. Substantive phrases.....	55
3. The alternate forms of concordial prefixes with various adjective stems.....	60
4. The locative enclitic /-yehe/.....	62
5. The subsecutive prefix.....	62
Vocabulary supplement:	
Place names.....	63
Unit 4	
Dialogue: Getting help in the language.....	75
Notes:	
1. The use of tone in the Kirundi verb.....	77
2. The non-tonal features of negative indicative forms.....	78
3. The tones of immediate indicative verbs, affirmative and negative.....	78
4. The tonal patterns of certain reduplications	80
5. The concord that is used when the antecedent is quoted material.....	80

KIRUNDI

Unit 5

Dialogue: Arranging for help in language study.....	86
Notes:	
1. Object prefixes again.....	88
2. Adjectives used in noun positions.....	89
3. The difference between perfective and imperfective verb stems.....	89
4. The translation equivalents of many English adjectives.....	91
Vocabulary supplement:	
Names of languages; verbs for 'heavy, light, easy, hard, expensive'.....	92

Unit 6

Dialogue: Comparing notes about language study.....	101
Notes:	
1. The tones of verbs that contain object prefixes.....	104
2. The use of different sets of prefixes with the same noun stem.....	105
3. Comparisons of inequality.....	106
4. A temporary note on certain verb forms.....	107

Unit 7

Dialogue: Family relationships.....	118
Vocabulary supplement:	
1. Some more occupations.....	120
2. Some kinship terms.....	122

BASIC COURSE

Notes:

1. The tones of words used with /na'/ and, with[†]..... 124
2. Ordinal numerals..... 125

Unit 8

Dialogue: More about family relationships..... 135

Vocabulary supplement:

Numbers from 1-20..... 136

Notes:

1. The pronunciation of /miroongo/ before vowels..... 137
2. Vowel length in the construction with /na/ plus a numeral..... 138
3. Possessives used without nouns..... 139
4. The tone of the copular /'ni/ and /'si/... 140

Vocabulary supplement:

Some useful adjectives..... 141

Unit 9

Dialogue: More about family relationships..... 152

Notes:

1. Participial verb forms, immediate, affirmative..... 155

Unit 10

Review..... 162

KIRUNDI

Unit 11

Dialogue: Getting street directions..... 175

Notes:

1. Imperatives..... 178
2. Copular forms used in specifying
locations..... 178
3. The negative imperative..... 179

Unit 12

Dialogue: More street directions..... 186

Notes:

1. Relative verb forms..... 191
2. Relative pronouns..... 192

Unit 13

Dialogue: Planning a short trip..... 200

Notes:

1. The non-immediate future tense..... 204

Unit 14

Dialogue: Buying food..... 215

Vocabulary supplement:

Some foodstuffs and their qualities..... 217

Notes:

1. Non-indicative negative verbs..... 219
2. The use of relative verb forms in
indirect discourse..... 220

Vocabulary supplement:

Words that occurred in the indirect dis-
course versions of some dialogues..... 228-30

BASIC COURSE

Unit 15

Dialogue: Buying clothing..... 232

Vocabulary supplement:

1. Legal tender..... 234
2. Routine daily occurrences..... 234

Notes:

1. The hodiernal tense..... 236

Unit 16

Dialogue: Buying food at the door..... 245

Notes:

1. The tone of words like /irĭgi/..... 247
2. The hesternal tense..... 248

Unit 17

Dialogue: Eating..... 265

Notes:

1. Autonomous verb forms..... 267
2. The infinitive as a substantive..... 269

Unit 18.

Dialogue: Work in the kitchen..... 278

Notes:

1. The subjunctive..... 281

Unit 19

Dialogue: Restaurant and kitchen..... 294

Notes:

1. The presentative forms..... 297
2. The defective verb /-ri/..... 299
3. The defective verb /-te/..... 302

Unit 20

Review.....	313
-------------	-----

Unit 21

Dialogue: Caring for children.....	324
------------------------------------	-----

Notes:

1. The particle /nka-'/.....	327
2. The non-personal possessives.....	327
3. The demonstrative series with the stem /~rya/.....	328
4. The use of /-riinda/ as the first verb in a phrase.....	329
5. The conditional tense.....	330
6. Adhortative forms.....	332

Unit 22

Dialogue: Climate and weather.....	341
------------------------------------	-----

Notes:

1. The periphrastic progressive tense.....	344
2. Stem extensions.....	345
3. The applicative extension.....	346
4. The reciprocal extension.....	347

Unit 23

Dialogue: Seasonal crops.....	357
-------------------------------	-----

Notes:

1. The persistive tense.....	360
2. The inceptive tense.....	361
3. Possessive phrases used in noun slots.....	362
4. Two contrasting demonstratives.....	365
5. The use of Class 8 for mixed antecedents..	365

BASIC COURSE

Unit 24	
Dialogue: The geography of Burundi.....	379
Vocabulary supplement:	
Some common fauna.....	383
Notes:	
1. The verb /-ca/ followed by a participial form.....	384
2. The verb /-ba/ followed by a participial form.....	386
3. The word /'ni/ plus /uko/ plus a clause...	387
4. The word /kimwé/.....	387
5. The word /hagăti/ ~ /hagatí/.....	387
Unit 25	
Dialogue: A visit to a friend's home.....	397
Vocabulary supplement:	
Articles found in the house.....	400
Notes:	
1. The construction /'ni -ba/.....	401
2. Sentences with /-ri na.../.....	402
3. The abbreviation of personal names.....	402
Unit 26	
Dialogue: Car trouble.....	411
Notes:	
1. A special use of the verbal extension /-an-/.....	416
2. The vocative use of nouns.....	417
3. A question followed by a verb that includes the subsecutive prefix /-ka-/....	419

KIRUNDI

4. The extensions in the stem /-kíriza/.....	419
5. Forms that contain two object prefixes....	420
Unit 27	
Basic sentences: The government of Burundi.....	430
Notes:	
1. Method of pluralizing unassimilated French nouns.....	435
2. Passive stems.....	436
3. The construction 'every _____ years'.....	437
4. A use of /na' / which does not correspond to English 'have', 'with', or 'and'.....	438
5. Two alternate ways of using Class 18.....	439
Unit 28	
Basic dialogue: Miscellaneous topics.....	443
Notes:	
1. A use of the concord for Class 17.....	448
2. A use of /-ti/.....	451
3. Abstract nouns of Class 14.....	452
4. Negative infinitives.....	454
5. The hodiernal relative after /'ni/.....	455
Unit 29	
Short dialogues.....	458
Unit 30.	
Short texts, with questions and answers.....	476
Glossary.....	498

A LEARNER'S SYNOPSIS OF KIRUNDI STRUCTURE:

Kirundi is the principal language of Burundi. It shares a high degree of mutual intelligibility with Kinyarwanda, the language of Rwanda. Considered together, the cluster Kirundi-Kinyarwanda ranks third among Bantu languages, after Swahili and Lingala, with respect to number of speakers. There are however two important differences between Swahili and Lingala on the one hand and Kirundi-Kinyarwanda on the other: (1) Swahili and Lingala are spoken over very wide areas, and a high proportion of their speakers have some other Bantu language as the mother tongue; Kirundi-Kinyarwanda is spoken in a relatively small area, as the first language. (2) Swahili and Lingala are relatively free of troublesome complexities for the learner; Kirundi and Kinyarwanda are full of them. The two books in this series which are concerned with Swahili and Lingala set out the grammar of those languages in the form of a series of individual notes, distributed throughout the units of the course. The present volume presents the details of Kirundi grammar in the same way. In addition, however, this synopsis has been prepared, first of all to provide orientation for those who plan to use the entire book, and secondarily for the student whose desire is to learn as much as possible about the language in the shortest time. Only the most important features of the grammar are mentioned at all, and the vocabulary used in the examples has intentionally been kept small. The exercises, with answers given in square brackets at the right, are not intended to make this synopsis into an auto-instructional program, but only to give the reader an opportunity to participate if he desires to do so, and to keep constant check on his understanding of the text.

The analysis on which this synopsis is based is found in Essai de Grammaire Rundi, (Tervuren: Musée Royal, 1959) by A.E. Meeussen. Certain key ideas concerning style of treatment have been acquired over the years from many teachers and colleagues, especially William E. Welmers.

The problems which are faced by a non-Bantu student of Kirundi may be classified under the three traditional headings of phonology, morphology, and syntax. 'Phonology' has to do with all aspects of pronunciation, but without consideration for the grammatical function or the dictionary meaning of what is pronounced. 'Morphology' is a description of the meaningful units of the language (prefixes, roots, stems, etc.) and of the ways in which they combine with one another within single 'words'. 'Syntax' continues this description up to the levels of what are usually called 'phrases' and 'sentences'.

This synopsis concentrates on two of the most complex parts of Kirundi structure: (1) the morphology of the verb, and (2) the pronunciation of the vowels and consonants.

I. PRINCIPAL FEATURES OF KIRUNDI GRAMMAR

Subject prefixes, object prefixes, roots and stems. The kinds of meaningful elements which may be found in any one Kirundi verb form are both numerous and highly diverse. There are three, however, at which the student should look first, both because they serve as useful landmarks in the description of complicated verb forms, and because they correspond closely with familiar categories of Indo-European grammar. These three kinds of elements are (1) subject prefixes, (2) object prefixes and (3) roots.

The order in which these components of the verb have been named is the order in which they occur within a word. The most central of the three is the root:

tuduuga...	'we climb ...'
tugeenda...	'we go ...'

These two words differ in meaning in a way which is apparently close to the difference between English 'climb' and 'go'. They differ in form by the difference between /-duug-/ and /-geend-/. The forms /-duug-/ and /-geend-/ may thus be identified with approximately the same meanings as those for which 'climb' and 'go' are used in English. Further investigation of Kirundi would disclose no basis for recognizing any more divisions within either of these forms; they are therefore what the linguist calls ROOTS. Every language has a large stock of roots.

What is the root in each of these verb forms:

tubona...	'we see...'	[-bon-]
tugura...	'we buy...'	[-gur-]
tugoroora...	'we iron...'	[-goroor-]

Each Kirundi verb form has one and only one root. A root may have any of several shapes, some of which are:

-C- (single consonant)	-v-	'to go from'
-VC- (vowel and consonant)	-íg-	'to study, learn'
-CVC- (one short vowel)	-kór-	'to work, do'
-CV ₁ V ₁ C- (one long vowel)	-duug-	'to climb'
-V ₁ CV ₂ C- (two vowels, which may or may not be alike, separated by a consonant)	-andik-	'to write'

What is the root in each of these forms?

tuva...	we go from...	[-v-]
bava...	they go from...	[-v-]
baja...	they go...	[-j-]
baba...	they live...	[-b-]
bakora...	they do...	[-kor-]
baandika...	they write...	[-andik-]

In each group of three words, state which two have roots of the same general shape (i.e. -CVC-, -VC-, etc.):

<u>bagura</u>	
bagoroora	[-goroora-]
<u>Bamesuura</u>	[-mesuur-]
baba	[-b-]
<u>babona</u>	
bava	[-v-]

By far the most common shapes for roots are -CVC- and -CV₁V₁C-.

In Kirundi, a verb root is always followed by one or more suffixes:

-som-	'to read'
-som-a	(used in certain verb forms)
-som-ye	(used in certain other verb forms)
-som-e	(used in still other forms)

-som-eesh-	(a non-final suffix with causative (meaning) to cause to read)
-geend-	'to go'
-geend-eesh-	'to cause to go'

What is the final suffix in each of these forms?

tugoroora	'we iron'	[-a]
bagura	'they buy'	[-a]
bagure	'that they may buy'	[-e]
tugeende	'that we may go'	[-e]

The second of each of these pairs of verb forms contains one non-final suffix. What is it?

babona	'they see'	
babonana	'they see each other'	[-an-]
turima	'we cultivate'	
turimiisha	'we cause to cultivate'	[-iish-]

Except in the simplest imperative forms, the root is preceded by one or more prefixes of various kinds:

som-a	'read!'
ba-som-a	'they read'
nti-ba-som-á	'they don't read'

Verb prefixes will be dealt with more fully below.

In discussion of Kirundi verbs, it is expedient to use, in addition to 'root', the terms STEM and BASE. The STEM of a Kirundi verb form is defined as the root plus all suffixes.

The BASE of a Kirundi verb is defined as the root plus all suffixes except the final suffix.

Most kinds of Kirundi verb forms must contain, in addition to the stem, a subject prefix:

m-vuga	'I speak'
u-vuga	'you (sg) speak'
a-vuga	'he/she speaks'
tu-vuga	'we speak'
mu-vuga	'you (pl) speak'
ba-vuga	'they speak'

It will be noted that the subject prefixes stand for combinations of person (first, second, third) and number (singular, plural):

Singular	Plural
1. n- (or m-) 'I'	tu- 'we'
2. u- 'you (sg)'	mu- 'you (pl)'
3. a- 'he, she'	ba- 'they'

If /asoma/ is translated 'he, she reads', what is the translation of /musoma/?

	['you (pl.) read']
/basoma/?	['they read']
/nsoma/?	['I read']

If /bageenda/ is one translation is equivalent of 'they go' write the corresponding translation equivalent of:

'I go'	[ngeenda]
'you (pl.) go'	[mugeenda]
'we go'	[tugeenda]
'he/she goes'	[ageenda]

Differentiation of person and number are familiar from the study of non-Bantu languages. But these six prefixes are used only when the subject is personal. For nonpersonal third person subjects (and for some personal ones) Kirundi uses other subject prefixes. Just which one is chosen depends on the identity of the noun that is the subject:

<u>inyama</u> <u>ziraziimvye</u>	'meat is expensive'
<u>umukaáte</u> <u>uraziimvye</u>	'bread is expensive'
<u>ibiríibwa</u> <u>biraziimvye</u>	'foodstuffs are expensive'
<u>imicuúngwa</u> <u>iraziimvye</u>	'oranges are expensive'

For this reason, it will be necessary in this discussion of verb forms, to glance briefly at the nouns of the language.

In some, but not all cases, the student will soon learn to perceive an alliterative relationship between the subject prefix of a verb and the prefix that begins the noun subject of that verb.

After each of the words in the list, write either /iraziimvyye/ or /uraziimvye/ or /biraziimvye/:

Umukaáte _____.	'Bread is expensive.'	[uraziimvye]
Imikaáte _____.	'Breads are expensive.'	[iraziimvye]
Ibiintu _____.	'Things are expensive.'	[biraziimvye]
Imidúga _____.	'Cars are expensive.'	[iraziimvye]
Ibitabo _____.	'Books are expensive.'	[biraziimvye]
Umudúga _____.	'The car is expensive.'	[uraziimvye]

Generally, about half of the prefixes are used with singular meaning, and most of the rest are used with plural meaning.

Most noun stems, then, occur with at least two prefixes—one

singular and one plural:

um <u>u</u> cuúngwa	'orange'
im <u>i</u> cuúngwa	'oranges'
iki <u>i</u> ntu	'thing'
ibi <u>i</u> ntu	'things'
iz <u>i</u> na	'name'
amaz <u>i</u> na	'names'
etc.	

In general, non-personal noun stems that have /umu-/ in the singular have /imi-/ in the plural, stems that have /iki-/ in the singular have /ibi-/ in the plural, and so forth, but there are some exceptions.

What is the plural form that corresponds to each of the following singular nouns:

umutí	'drug'	_____	'drugs'	[imití]
ikiintu	'thing'	_____	'things'	[ibiintu]
umushuumba	'servant'	_____	'servants'	[abashuumba]
umutéetsi	'cook'	_____	'cooks'	[abatéetsi]
igituúngwa	'domestic animal'	_____	'dom. animals'	[ibituúngwa]
umudúga	'car'	_____	'cars'	[imidúga]

What is the singular form that corresponds to each of these plurals?

ibiintu	'things'	_____	'thing'	[ikiintu]
abashuumba	'servants'	_____	'servant'	[umushuumba]
abakáraáni	'clerks'	_____	'clerk'	[umukáraáni]

ibiraato	'shoes'	_____	'shoe'	[ikiraato]
iminwe	'fingers'	_____	'finger'	[umunwe]
imipaka	'boundaries'	_____	'boundary'	[umupaka]

Matching of the subject prefix of the verb with the prefix of the noun subject is called CONCORD. 'Concord' affects the prefixes of several other kinds of words also. Nouns that are alike with respect to the concordial prefixes that go with them are said to be in the same CLASS. There are eighteen such 'classes' in Kirundi. (Remember that in this sense the singular form /ikiintu/ 'thing' and the plural /ibiintu/ 'things' are in different 'classes'.)

In the following pairs of sentences, the concordial prefixes have been underlined. State whether the two nouns (double underlining) are in the same class, or in different classes:

Ikiraato caanje kirŷhe? 'Where is my shoe?' [same class]

Ikigóori caanje kirŷhe? 'Where is my maize?'

Ikiraato caanje kirŷhe? 'Where is my shoe?' [same class]

Igitabo caanje kirŷhe? 'Where is my book?'

Ikiraato caawe kirŷhe? 'Where is your shoe?' [different

Ikiínga ryaawe rirŷhe? 'Where is your bicycle?' classes]

Umugeenzi waawe arŷhe? 'Where is your friend?' [different

Umudúga waawe urŷhe? 'Where is your car?' classes]

Impuúzu yaanje irŷhe? 'Where is my cloth?' [different

Impuúzu zaanje zirŷhe? 'Where are my clothes/ cloths?' classes]

An object prefix, unlike a subject prefix, is never required in a Kirundi verb, but it is optional in most forms. The object prefix reflects the class of the object of the verb, just as the subject prefix reflects the class of the subject. For most classes, the subject and object prefixes are identical in shape. The object prefix follows the subject prefix and stands immediately before the stem:

tub <u>iro</u> ónke	'that we should receive them' (e.g. / <u>ibi</u> intu/ 'things')
bab <u>iro</u> ónke	'that they should receive them'
bak <u>iro</u> ónke	'that they should receive it' (e.g. / <u>iki</u> intu/ 'the thing')
baz <u>iro</u> ónke	'that they should receive them' (e.g. / <u>impu</u> úzu/ 'clothes')

The most striking difference in the use of subject and object prefixes is that the subject prefix must be used whether or not there is an explicit noun subject, while the object prefix is not often used unless the noun object itself is omitted. In this respect the object prefix of a Bantu verb is similar to the object pronouns of many European languages. A list of subject and object prefixes is found below. The numbers are those which are customarily assigned to these classes in the study of Bantu languages generally, and which will be used throughout this course.

	Basic form of subject prefix	Basic form of object prefix
reflexive		-íi-
1 sg.	n-	-ny-
1 pl.	tu-	-tu-
2 sg.	u-	-ku-
2 pl.	mu-	-ba-

Class 1 (3 sg. personal)	a-	-mu-
Class 2 (3 pl. personal)	ba-	-ba-
3	u-	-wu-
4	i-	-yi-
5	ri-	-ri-
6	ya-	-ya-
7	ki-	-ki-
8	bi-	-bi-
9	i-	-yi-
10	zi-	-zi-
11	ru-	-ru-
12	ka-	-ka-
13	tu-	-tu-
14	bu-	-bu-
15	ku-	-ku-
16	ha-	-ha-
18	mu-	

Choose the correct object prefix for the second sentence in each pair. The class number for the noun object is given in parentheses.

Baguriisha ibitooke. (8) 'They sell bananas.'	Ba_____guriisha. 'They sell them.'	[Babiguriisha.]
Baguriisha ibitabo. 'They sell books.'	Ba_____guriisha.	[-bi-]
Baguriisha imiduga. (4) 'They sell cars.'	Ba_____guriisha.	[-yi-]
Baguriisha impuúzu. (10) 'They sell clothes.'	Ba_____guriisha.	[-zi-]
Baguriisha amăgi. (6) 'They sell eggs.'	Ba_____guriisha.	[-ya-]

What is the grammatical term for the underlined part of each word?

Bab <u>i</u> gura.	[object prefix]
<u>Ba</u> bigura.	[subject prefix]
Babi <u>bona</u> .	[stem]
Babiguri <u>i</u> isha.	[non-final suffix]
<u>Tu</u> bikeneye.	[subject prefix]
Tuy <u>i</u> keneeye.	[object prefix]
Bazigoro <u>ora</u> .	[final suffix]
Babiguri <u>i</u> isha.	[base]

Pick out the part of each word that is named by the grammatical term:

The subject prefix in /bagura/. 'they sell'	[<u>ba</u> gura]
The object prefix in /tubibona/. 'we see them'	[tu <u>bi</u> bona]
The stem in /tuyarimiisha/. 'we cause them to cultivate'	[tuyar <u>i</u> miisha]
The base in /tuyarimiisha/.	[tuyar <u>i</u> miisha]
The non-final suffix in /tuyarimiisha/.	[tuyarimi <u>i</u> sha]
The root in /tuyarimiisha/.	[tuyarimi <u>i</u> sha]

The separate verb forms which may be constructed on a single verb base in Kirundi number in the thousands. Fortunately, the system by which they are formed is not so complicated as this might suggest. Many of them differ from one another only in the identity of the subject and/or object prefixes which they contain. In general, the choice of one of these prefixes rather than another

does not have any effect on the meaning of the remaining part of the verb form, or the grammatical structures in which it may be used. For this reason, it is possible to make a preliminary division of the thousands of forms into about 60 'sets'. A SET of forms is defined for purposes of this discussion as including all verb forms which differ from one another only with respect to their bases and their subject and object prefixes.

Which two in each of these groups of three verbs are in the same 'set'? (The base of each verb has been underlined.)

bazoot <u>a</u> angura	'they will begin'	[bazootaangura]
bazook <u>o</u> ra	'they will do'	[bazookora]
ba <u>k</u> ora	'they (will) do'	
ndoo <u>n</u> dera	'I'm looking for'	[ndoondera]
nd <u>o</u> ra		[ndora]
nzooge <u>e</u> nda	'I will go'	
ntibame <u>s</u> úra	'they don't launder'	[ntibamesúra]
nd <u>a</u> ba	'I live'	
ntituv <u>u</u> gá	'we don't speak'	[ntiduvugá]
bage <u>e</u> nda	'they go'	
bage <u>e</u> ndé	'that they should go'	[bageendé]
muta <u>a</u> ngúre	'that you should begin'	[mutaangúre]

There are 21 subject prefixes and 21 object prefixes, plus the possibility of the absence of an object prefix, so that for any given base the number of forms in one set is as large as 21 x 21 or 441. There are over 60 such sets, which means a total of

over 25,000 forms with any one stem.

The sets of verb forms may most clearly be described in terms of six dimensions. These will be described in order of the number of contrasting sets in which they are involved.

Dimension 1: Affirmative vs. negative. This is a two-way contrast. The overt representation of the contrast is either the initial prefix /nti-/, or the non-initial prefix /-ta-/. The former is used with all indicative forms (see Dimension 2), the latter with all non-indicative forms. All 60 sets are committed on this dimension. That is, it is possible to say definitely of any set either that it is affirmative or that it is negative. The meaning difference is affirmation vs. negation.

For each verb form two proposed translations are given.

Pick the correct one:

ntibaboná	!they see! !they don't see!	[they don't see]
tumesuura	!we launder! !we don't launder!	[we launder]
bátageenda	!they having gone! !they not having gone!	[they not having gone]
ntidukorá	!we work! !we don't work!	[we don't work]

Dimension 2: Mood. This is a four-way contrast. The overt representation of three of the four categories is found in the tones; the fourth is characterized by a vowel before the subject prefix. All 60 sets are committed on this dimension. The four categories differ with respect to the syntactic positions in which they are used: indicative forms are used in main clauses,

relative forms as modifiers of substantives, autonomous forms as substantives, and participial forms in other dependent verb positions.

Most typically, the relative form has a tone on the syllable after the beginning of the root.

Choose the better rough translation for each verb, and say whether it is INDICATIVE, or RELATIVE:

baboná	!they see! !... who see!	[!who see!: REL.]
babona	!they see! !... who see!	[!they see!: IND.]
ageenda	!he goes! !... who goes!	[!he goes!: IND.]
ageendá	!he goes! !... who goes!	[!... who goes!: REL.]
bamesúura	!they launder! !... who launder!	[!... who launder!: REL.]
bataangura	!they begin! !... who begin!	[!they begin!: IND.]
ziziimvye	!they are expensive! !... which are expensive!	[!they are expensive!]
ziziimvyé	!they are expensive! !... which are expensive!	[!which are expensive!]

biziimbúutse	'they are cheap' '... which are cheap'	['which are cheap']
--------------	-------------------------------------------	---------------------

Participial forms have a tone on the first vowel after the first consonant. Choose the better rough translation for each verb, and say whether it is INDICATIVE or PARTICIPIAL:

bábona	'they see' 'they seeing'	['they seeing':PART.]
amesuura	'he launders' 'he laundering'	['he launders':IND.]
amésuura	'he launders' 'he laundering'	['he laundering':PART.]
ushobora	'you are able' 'you being able'	['you are able':IND.]
ushóbora	'you (sg.) are able' 'you being able'	['you being able':PART.]
múshobora	'you (pl.) are able' 'you being able'	['you (pl.) being able':PART.]

Choose the nearest translation, and say whether each verb form is INDICATIVE, RELATIVE, or PARTICIPIAL:

bábona	'they see' '... who see' 'they seeing'	['they seeing':PART.]
baboná	'... who see' 'they see' 'they seeing'	['... who see':REL.]

babona	'... who see' 'they see' 'they seeing'	['they see': IND.]
izíimbuutse	'it is cheap' '... which is cheap' 'it being cheap'	['it being cheap': PART.]
bashobóra	'they are able' '... who are able' 'they being able'	[... who are able': REL.]

The autonomous mood has an extra vowel before the subject prefix. Choose the better translation, and state whether each form is RELATIVE, or AUTONOMOUS:

baboná	'... who see' 'ones who see'	['... who see':REL.]
ababóna	'... who see' 'ones who see'	['ones who see':AUT.]
ziziimvyé	'... which are expensive' 'ones that are expensive'	['... which are expensive' REL.]
izizíimvye	'... which are expensive' 'ones that are expensive'	['ones that are expensive' AUT.]
abarándera	'... who seek' 'ones who seek'	['ones who seek':AUT.]
bagoróra	'... who iron' 'ones who iron'	['... who iron':REL.]

State whether the words in each pair differ according to NEGATION, (Dimension 1) or as to MOOD (Dimension 2):

bágeenda, bátageenda	[NEG.]
bageenda, ntibageendá	[NEG.]
bageenda, bageendá	[MOOD]
zítaziimvye, zitazíimvye	[MOOD]

Dimension 3: Time relations. This is treated in Meeussen's tables as a seven-way distinction. The morphs which represent the members of the contrast are prefixes made up of vowels and consonants except that the hodiernal-hesternal distinction depends on tone. These prefixes stand just before the object prefix or before the stem if there is no object prefix. All 60 sets are committed on this dimension. The meanings have to do with matters some of which are usually classified as 'tense', some as 'aspect' and one as 'mood' (in a sense different from that in which we have named our 'Dimension 2'). The tenses have to do with the placement of an action along the time axis. Kirundi distinguishes four of these: immediate (past, present or future), past-today (also called the 'hodiernal'), past-before-today (also called the 'hesternal' tense) and non-immediate future.

The aspectual time relations are those which have to do with the shape of an action in time. One of these is the inceptive, which is used for an action that is just beginning; the other is the persistive, which calls attention to the fact that an action is still going on.

The form with modal meaning that is included in Dimension 3 is the conditional, which is roughly equivalent to English verb

phrases with would or might.

All seven of these forms are classed together within a single dimension because they are mutually exclusive with one another. Also, as has already been pointed out, they are all represented by prefixes (or, in the case of the immediate tense, lack of a prefix) in one and the same slot in the verb structure.

The tense that refers to past actions within the present day (the 'hodiernal' tense) is characterized by an /-a-/ immediately after the subject prefix:

nkora...	!I do....!
nakoze...	!I did.... (sometime today) !

Most subject prefixes have a slightly different form when they stand before a vowel:

<u>a</u> soma...	!he/she reads....!
<u>y</u> asomye...	!he/she read....(sometime today)!
<u>t</u> ugeenda...	!we go....!
<u>tw</u> agiye...	!we went....(sometime today)!
<u>m</u> ugeenda...	!you (pl.) go....!
<u>mwa</u> agiye...	!you (pl.) went....(sometime today).!
<u>u</u> geenda...	!you (sg.) go....!
<u>w</u> agiye...	!you (sg.) went....(sometime today).!

Choose the better approximate translation, and state whether the verb is IMMEDIATE tense, or HODIERNAL tense:

Nataanguye....	!I began...(sometime today).! !I begin...!	[hodiernal]
Nkora kazi.	!I work.! !I worked...(sometime today).!	[immediate]

Twakoze kazi.	!We work.! !We worked...(sometime today)!	[hodiernal]
Naboonye....	!I see.! !I saw...(sometime today)!	[hodiernal]
Nkoze....	!I've just done...! !I did...(sometime today).!	[immediate]
Baasomye....	!They've just read...! !They read...(sometime earlier today).!	[hodiernal]
Basomye....	!They've just read...! !They read...(sometime earlier today).!	[immediate]

The hesternal or 'yesterday', tense differs from the hodiernal in having a tone on the subject prefix.

Choose the appropriate time expression, and state whether each of the following verb forms is HESTERNAL or HODIERNAL:

Baáboonye ikí?	!What did they see	{(today) {(before today)}	?!	[HESTERNAL]
Baaboonye ikí?				[HODIERNAL]
Mwaariye ikí?	!What did you (pl.) eat	{(today) {(before today)}	?!	[HODIERNAL]
Baávuuyěhe?	!Where did they come from	{(today) {(before today)}	?!	[HESTERNAL]

The immediate tense may be used in talking about the immediate future, but verbs that refer to more remote future actions are characterized by the prefix /-zoo-/.

State whether each of these verbs in IMMEDIATE, or (non-

immediate)	FUTURE:	
	bageenda	[IMM.]
	bazoogeenda	[FUT.]
	tuzooshika	[FUT.]

For purposes of this synopsis, the persistive, inceptive, and conditional forms will be omitted.

Dimension 4: Imperfective vs. perfective aspect. This is a two-way contrast. The overt representation of the contrast is found at the very end of the verb form: each imperfective ends in some consonant plus /-a/, while the corresponding perfective ends in /-e/; this /-e/ is preceded either by a consonant different from that of the imperfective, or by the imperfective consonant plus /y/. Some verbs have irregularly formed perfectives, however. Perfective forms are used when the action is regarded as being complete, imperfectives are used for actions in progress, or actions mentioned without regard to completeness, but the English translation is not a reliable guide as to which actions are 'considered complete' in Kirundi. In all, 44 sets are committed on this dimension; the sets that are not are the inceptives and the futures (Dimension 3), which have the consonants and final vowels of the imperfectives.

State whether each of these verbs is PERFECTIVE, or IMPERFECTIVE:

ndahageze	'I've arrived here'	[PERF.]
urakeneye	'you need'	[PERF.]
uzootaangura	'you will begin'	[IMPERF.]
ndoondera	'I'm looking for'	[IMPERF.]

bararima	'they cultivate'	[IMPERF.]
sinuumvíise	'I don't understand'	[PERF.]

Notice that the English equivalent of a perfective form may or may not sound as though it refers to a completed action or process.

Dimension 5: Tone Class. Virtually all verbs in Kirundi fall into one of two tone classes. The overt difference between the two is found in the presence of a high tone in certain forms of one verb, and the absence of high tone in the corresponding forms of other verbs. Only 13 sets are committed with respect to this dimension, 8 of which are the affirmative and negative inceptives. The difference is completely without grammatical meaning.

Given below are three forms of a high verb, and the corresponding forms of a low verb. State which verb is in the HIGH tone class, and which is in the LOW tone class.

naboonye	'I saw (today)'	
kubóna	'to see'	[HIGH]
baboná	'...who see'	
narimye	'I cultivated (today)'	
kurima	'to cultivate'	[LOW]
barimá	'...who cultivate'	

Do the same for the two verbs /-taangura/ and /-goroora/:

abataángura	'those who begin'
twaagoroora	'we ironed (today)'
bazóotáangura	'...who will begin'
twaataánguye	'we began (today)'
abagóroora	'those who iron'
bazóogóroora	'...who will iron'

Is the stem /-taangura/ in the HIGH class, or the LOW?	[HIGH]
Is the stem /-goroora/ in the HIGH class, or the LOW?	[LOW]

Dimension 6: Linkage. This is a two-way distinction. Its most characteristic mark is the prefix /-ra-/, which is used with 'disjunct' forms. Forms that are not disjunct are 'conjunct'. Only ten sets are committed with respect to this dimension. The significance of the distinction is grammatical: the conjunct must be followed by some kind of object or other word to which it is closely tied. The disjunct may be used without a following object, or with a following object where there is no close connection between verb and object.

Place a period after each disjunct form, to signify that it can be the last word in a sentence. Place three dots (...) after the conjunct forms, to signify that it must be followed by something further.		
navúze	'I spoke (before today)'	[...(conjunct)]
narávuze	'I spoke (before today)'	[.(disjunct)]
turiye	'we've eaten'	[...(conjunct)]
turaríye	'we've eaten'	[.(disjunct)]

The intersection of these six dimensions with one another accounts for over 90 per cent of the forms of any Kirundi verb. There are however a few sets of forms which lie outside this framework. Most important are the subjunctive, the infinitive, and the imperative. These are differentiated for Dimension 1 (affirmative vs. negative), and the infinitive shows the tone class of a verb (Dimension 5), but they are not marked for mood, tense, aspect, or linkage. These sets need not be discussed further in a brief synopsis.

The discussion of subject and object prefixes showed one important role which concordial agreement plays in the operation of the Kirundi language. A list of concordial classes was given on p. x, together with a list of the prefixes which represent those classes where the subjects of verbs are concerned.

Class concords also appear in many other parts of the language:

Class 8: Ibiriíbwa mufisé ni ibiki? (‘Foods that-you-have are which?’)

Class 10: Impuúzu mufisé ni inkí? (‘Clothes that-you-have are which?’)

Class 8: Zana ibiriíbwa. ‘Bring foodstuffs.’
 Ngiibi. ‘Here they are.’

Class 10: Zana impuuzú. ‘Bring [articles of] clothing.’
 Ngiizí. ‘Here they are.’

Class 3: Umudúga waawe ni ‘Your car is good.’
 mwiizá.

Class 12: Akazi kaawe ni ‘Your work is good.’
 keezá.

Compare these two short dialogues, which are identical except for the first noun and the concords that depend upon it.

Barafíse impuúzu? ‘[Do] they have [articles of] clothing?’

Eegó, barazífise. ‘Yes, they have them.’

Bafise nyiínshi? ‘Do they have many?’

Oya, bafise nké. ‘No, they have few.’

Ni ziingáahé? ‘How many are there.’
 (‘[They] are how-many?’)

Zitaanu gusa. ‘Five only.’

Barafíse <u>ibitabo</u> ?	'Do they have books?'
Eegó, barabífise.	'Yes, they have them.'
Bafise <u>vyiínshi</u> ?	'Do they have many?'
Oya, bafise <u>baké</u> .	'No, they have few.'
Ni <u>biingáahé</u> ?	('[They] are how-many?')
<u>Bitaanu</u> gusa.	'Five only.'

Now underline the concordial prefixes in the following conversation:

Bafise <u>amakáraamú</u> ?	'Do they have pens/pencils?'	
Eegó barayáfise.		[-ya-]
Bafise meénshi?		[m-]
Oya, bafise maké.		[ma-]
Ni aangáahé?		[aa-]
Ataanu gusa.		[a-]

This concludes the portion of the synopsis which is devoted to grammar.

II. THE SOUNDS OF KIRUNDI

Pronunciation and spelling in Kirundi.

Kirundi is a well spelled language, in the sense that distinctive sounds of the language are spelled in a highly consistent way. The important exceptions are to be found in (1) the lack of consistent distinction between long and short vowels in ordinary writing, (2) the absence of tone marking, (3) the presence in some dialects of a contrast between j-jy, c-cy, sh-shy, ny-nyy, which are lacking in the speech of many Barundi, including those who prepared this book.

The tones of Kirundi.

Discussion of Kirundi tones will be found on p. 10ff., as a part of Unit 1.

The vowels of Kirundi.

Kirundi has five vowels, spelled a, e, i, o, and u. Any one of these may occur either single length or double length: /guhaga/ 'to force, fill with air' with a short vowel, where /kuhaga/ 'to eat enough' has a long vowel.

Juxtaposition of two different vowels does not occur in normally fluent spoken Kirundi: the phrase spelled /ni Umuruúndi/ 'he is a Murundi' is pronounced [nUmuruúndi]. The word which consists of the prefix whose usual form is /ba-/ and the stem whose usual form is /~iínshi/ 'many' is pronounced not /baínshi/, but /beénshi/.

Which of the following words, taken from a number of other Bantu languages as well as Kirundi, conform to the Kirundi pattern of vowel use?

kutaura	
neeza	[neeza]
kiongozi	
nyama	[nyama]
idya	[idya]
wakae	

Vowels at the beginning and end of a word are usually short.

Which of these Kirundi words have long vowels in a position where vowels are usually short?

kugeenda	'to go'	
baashitse	'they arrived'	
eego	'yes'	[<u>ee</u> go]
itaandukaaniro	'difference'	
ga ntuu	(a form of address)	[nt <u>uu</u>]

Vowels are usually, though not always, long after a combination of a consonant followed by /w/ or /y/. They are also usually, but not always, long before a nasal consonant (/m/, /n/, /ny/) followed by some consonant other than the 'semivowels' /w/ and /y/. This does not apply to vowels at the beginning or the end of a word.

How would each of these Kirundi words be respelled to show vowel length, according to the above general rules?

kugenda	'to go'	[kuge <u>e</u> nda]
gutangura	'to begin'	[guta <u>a</u> ngura]
umwaka	'year'	[umwa <u>a</u> ka]
kimwe	'one'	[kimwe]
imyaka	'years'	[imya <u>a</u> ka]
umudandaza	'merchant'	[umuda <u>a</u> ndaza]
umwubatsi	'builder'	[umwu <u>u</u> batsi]
amasaangaanzira	'intersection'	[amasa <u>a</u> ngaanzira]
indwi	'seven'	[indwi]

The pronunciation of the vowels.

The phonetic values of these vowels are roughly the same as the values usually assigned to the letters in most other languages. English words containing the closest English approximations to the Kirundi sounds are respectively read, red, rod (American English), raw, rude. But in final position, the phoneme e often has a sound much like the vowel in English rid.

The consonants of Kirundi.

Kirundi, like most Bantu languages, is a language in which consonants occur only at the beginning of a syllable, never at the end. A syllable may begin with something very simple (e.g. /f/), or with something much more complicated (e.g. /mfw/).

Divide the following Kirundi words into syllables:

kugera	'to arrive'	[ku-ge-ra]
umuuntu	'person'	[u-muu-ntu]
inzira	'path, way'	[i-nzi-ra]
amasaangaanzira	'intersection'	[a-ma-saa-ngaa-nzi-ra]

itaandukaaniro	'difference'	[i-taa-ndu-kaa-ni-ro]
ibaanki	'bank'	[i-baa-nki]

The more complex consonantal combinations conform to a pattern which may be of interest to students of the language:

(1) Most of the simpler consonants are produced by partial or complete obstruction of the outward flow of air, producing audible friction and/or complete stoppage. They are called OBSTRUENTS. They are:

<u>Col. 1</u>	<u>Col. 2</u>	<u>Col. 3</u>
b	d	g
p	t	k
v	z	(jy) j
f	s	(shy) sh
pf	ts	(cy) c

(Those enclosed in () occur in some forms of the language, but not in the speech of the Barundi who produced this book.)

(2) Corresponding to the three columns of obstruents, there are three NASAL consonants, spelled m (Col. 1), n (Col. 2), and ny (Col. 3). (Notice that each of the single sounds / , sh, ny/ is spelled with two letters.) Most of the obstruents may be preceded by the nasal from the same column, but when /ny/ precedes an obstruent, it is spelled n.

Which of these words, taken from Kirundi and other Bantu languages, conform to the Kirundi rules for combinations of nasal plus obstruent consonants?

impuuzu	['cloth']
mtoto	
ntibaba	['they don't reside']
ingoma	['drum']
wamshinda	
mgeni	
mugeenzi	[(a form of address)]
inka	['cattle']

(3) A third group of consonants consists of the two SEMIVOWELS, /w/ and /y/. Most nasals, obstruents, and combinations of nasals plus obstruents, also occur followed by /w/ and /y/.

(4) The sounds /r/ and /h/ may be followed by semivowels, but may not be preceded by any consonant.

Which of the following look as though they might be Kirundi words?

intwaaro	['administration']
dufise	['we have']
okpare	
ngibi	['here they are']
taambala	
istima	
usohotse	['you have gone out']
ija	['it goes']
umucheri	
iceenda	['nine']

The pronunciation of the consonants.

Obstruents. The pronunciation of the obstruent consonants of Kirundi will be described with reference to four sets of physical characteristics:

1. One set of physical characteristics has to do with the parts of the tongue and mouth that are involved in formation of each sound. Phonetic symbols, based as closely as possible on the Kirundi spelling system, are given in square brackets.

- a. Bilabial (i.e. both lips). The bilabial sounds of Kirundi are symbolized [p], [b], [ɸ].
- b. Labiodental (i.e. lower lip and upper teeth: [f], [v].
- c. Apicodental (tip of tongue at upper teeth): [t], [d], [s], [z], etc.
- d. Palatal (middle of tongue at hard palate): [c], [sh], [j]. (NB The symbol sh is to be regarded as a unit, and not as representing s plus h. This compound symbol has been chosen in order to avoid conflict with the established spelling of Kirundi.)
- e. (Dorso)velars (back of tongue at the soft palate): [k], [g].
- f. Prevelars: (like the velars, but a little farther forward in the mouth): [kʼ], [gʼ].

2. A second set of physical characteristics has to do with the kind of closure which the sound requires.

- a. Some have momentary but complete stoppage of the air stream. These are called STOPS. Some of the stops of Kirundi are symbolized by [p], [b], [t], [d], [k], [kʼ], [g], [gʼ].

b. Some have audible friction, but without complete stoppage, at some point. They are called FRICATIVES. Some fricatives are: [f], [v], [s], [z], [sh], [j].

3. A third set of physical characteristics has to do with strength of articulation.

a. STRONG ('fortis') articulation: [p],[t],[k],[k'], [sh], with aspiration (i.e. a strong puff of air) following the strongly articulated stops.

b. WEAK ('lenis') articulation: [b],[v],[d],[z],[g],[g],[j].

4. The last pair of physical characteristics are presence and absence of voice vibration during the production of the sound.

a. Some voiced sounds are: [b], [v], [d], [g], [z], [g], [j]. Some voiceless sounds are: [p], [f], [t], [s], [k], [k'], [g], [z], [j].

The relationships among these four sets of physical characteristics, in the language as it is actually spoken, may be shown most clearly by a series of diagrams.

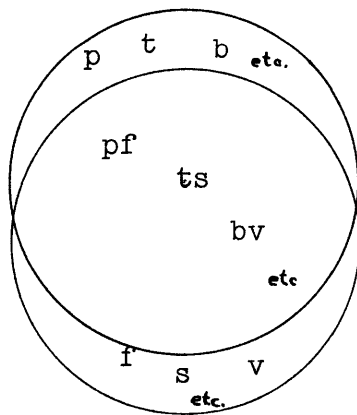


Diagram 1a.

In Diagram 1a, the area within the upper circle stands for all stops, and the lower circle for all fricatives. That is to say, any sound that requires stoppage should be shown within the upper circle, and any that requires friction within the lower one. The circles are shown as overlapping because of a group of sounds called AFFRICATES, which consist of a stoppage followed by a friction.

As the next step in developing a visual representation of the relationships among Kirundi obstruents, we may remove the circles, leaving a single straight-line axis:

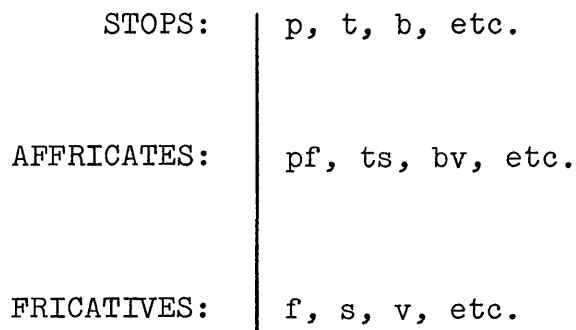


Diagram 1b.

In the same way, voicing vs. voicelessness and strong vs. weak articulation may for Kirundi be combined on a single axis:

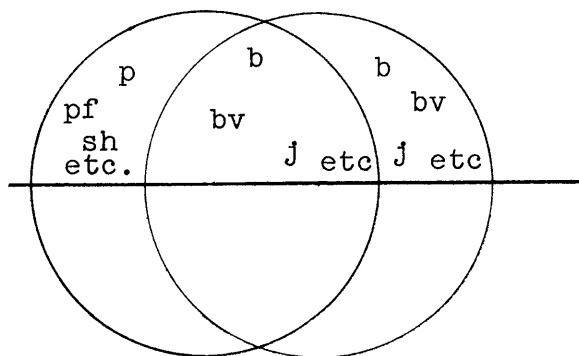


Diagram 2.

A third axis shows points of articulation, from the ones farthest forward in the mouth to those that are farthest back:

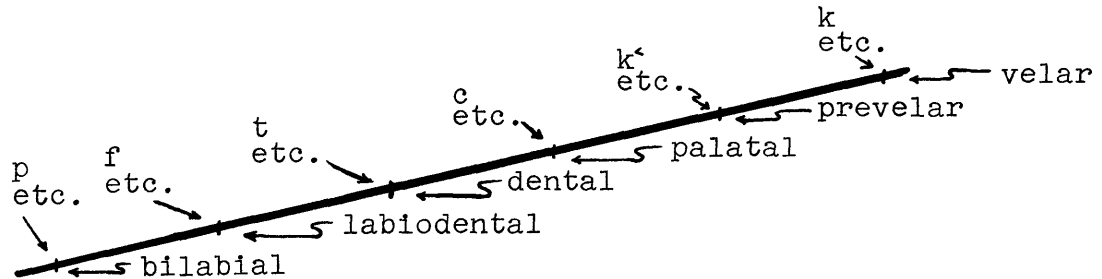


Diagram 3

These three dimensions may be combined as in Diagram 4. In Diagram 4, solid lines connect points that stand for sounds that actually occur in Kirundi. Dashed lines are added to help the viewer see the diagram in perspective. The distinction between narrow and heavy solid lines stands for a kind of information which has not been mentioned up to this point.

In any language, certain pairs or groups of sounds that are physically distinct from another are treated as though they were the same. Other pairs or groups of sounds, even though separated from one another by comparatively small physical differences, may be treated as distinct from one another. Just which groups of sounds are treated in which way depends on the language. So for example, in English we say that ringing and rigging are different words, and we are very clearly aware of the difference between the consonant sounds in the middle of them. In Japanese, the same two sounds are treated as interchangeable, they never distinguish words from one another, and a native speaker of Japanese normally does not notice the difference between them. In Diagram 4, then, heavy solid lines connect sounds that are, within the economy of Kirundi, treated as non-significant variants of a single unit. (In lin-

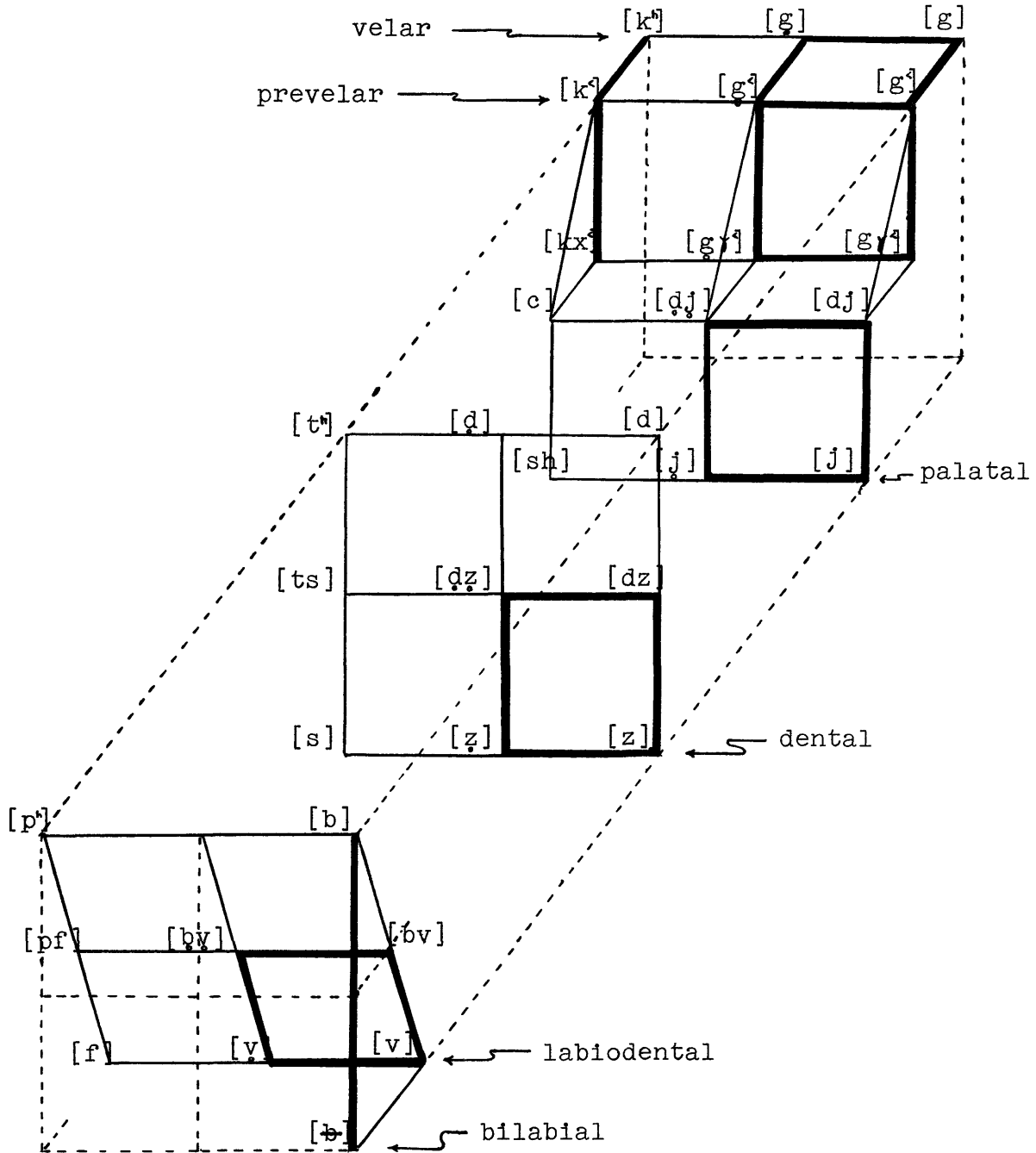


Diagram 4.

The obstruents of Kirundi: phonetic and phonemic relationships.

guistic terminology, they are 'allophones' of a single 'phoneme'.) Thus, the voiced fricative [z], the voiceless [z̥], the voiced and voiceless affricates [dz], [d̥z̥] are all members of a single Kirundi phoneme, usually written /z/. Note the parallel relationships among /j/ ([j], [j̥], [dj], [d̥j̥]), and /v/ ([v], [v̥], [bv], [b̥v̥]). The phoneme /b/ includes the voiced stop [b], but also the voiced bilabial fricative [b̥]. The phoneme /d/ includes [d], which like [b] is a voiced stop, but the other allophone of /d/ is an unvoiced, weakly articulated stop [d̥], rather than a voiced fricative. The diagram thus summarizes in graphic form not only the symmetries but also the violations of symmetry which are to be found in the relationships among the obstruent consonants of Kirundi.

The consonant phonemes of Kirundi are pronounced as follows:

/p/	[p ^h]	<u>After /m/</u> : A very heavy puff of air, usually but not always preceded by very brief complete stoppage of the air at the lips, and also at the entrance to the nasal passages. [Technically, a voiceless, heavily aspirated bilabial stop, alternating freely, with a strong [h]-like sound.]	impuúzu 'cloth'	mpejeje 'I've finished'
	[p ^h]	<u>In other positions</u> : momentary complete stoppage of the air stream at the lips, followed by a noticeable puff of air. [Technically, a voiceless, fortis, aspirated bilabial stop.]	urupaapuro 'paper'	umupáka 'boundary'

/t/ [t^h] After /n/: A very heavy puff ikiintu 'thing'
of air, usually but not always ntaa 'there is not'
preceded by very brief complete
stoppage of the air stream by
the tongue tip at the upper
teeth, and also at the entrance
to the nasal passages. [Tech-
nically, a voiceless heavily
aspirated apicodental stop,
alternating freely with a
strong [h]-like sound.

[t^h] In other positions: momentary gutáangura 'to begin'
complete stoppage of the air zitatu '3'
stream by the tongue tip at
the upper teeth, followed by
a noticeable puff of air.
[Technically, a voiceless
fortis aspirated apicodental
stop.]

/k/ [k^h] Between /ny/ and /i/ or /e/: nké 'few'
A very heavy puff of air, nkina... 'I play'
usually but not always pre-
ceded by stoppage both in
the mouth and at the en-
trance to the nasal pass-
ages. The stoppage in the
mouth is made between the
back of the tongue and an

area near the boundary of the soft and hard palates. [Technically: a voiceless, heavily aspirated prevelar stop, alternating freely with a strong [h]-like sound.]

- [*h] Between /ny/ and other kuroonka 'to receive'
Vowels: As above, except inkoofeero 'hat'
 that the stoppage in the mouth is at the soft palate. [Technically, a voiceless, heavily aspirated (dorso)velar stop, alternating freely with a strong [h]-like sound.]
- [kxʰ] Before /i/, /e/ and not ikí 'what'
after /ny/: momentary gukenera 'to need'
 complete stoppage of the air stream by the back of the tongue against a point near the boundary of the soft and hard palates, followed by friction.
 [Technically, a voiceless prevelar groove affricate.]

	[k ^h]	<u>Before other vowels and not after /ny/:</u> As above, except that stoppage is at the soft palate. [Technically, a voiceless, fortis, aspirated velar stop.]	umukáaté gukóra	'bread' 'to do'
/b/	[b]	<u>After /m/:</u> Complete stoppage both at the lips and at the entrance to the nasal passages. Voice vibration continues throughout the stoppage. [Technically, a voiced bilabial stop.]	imbóga igitaambara	'vegetables' 'fabric'
	[ɸ]	<u>In other positions:</u> either [b], as above, or a sound in which audible friction is produced at the lips, requiring constriction but not complete stoppage of the air stream. The [ɸ] variant is especially common between vowels. [Technically, a voiced bilabial fricative.]	kubaaza bashitse kuraaba	'to work wood' 'they've arrived' 'to examine'
/d/	[d]	<u>After /n/:</u> Complete stoppage both between the tongue tip and the	ndoondera abaáandi	'I look for' 'other (people)'

upper teeth, and at the entrance to the nasal passages. Voice vibration continues throughout the stoppage. [Technically, a voiced lenis apico-dental stop.]

[d]	<u>In other positions:</u> either [d], as above, or a stop during which the voice is interrupted. [Technically, a voiceless, lenis apico-dental stop.]	umudúga daatá	'automobile' 'my father'
-----	--------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	-----------------------------

/g/	[g] <u>Sometimes after /ny/ and before /i/, /e/:</u> Complete stoppage at the entrance to the nasal passages and also between the back of the tongue and an area near the boundary of the soft and hard palates. Voicing continues throughout the duration of the stop. [Technically, a voiced prevelar stop].	ngeenda ngira iraáangi	'I go' 'I do' 'ink'
-----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------	---------------------------

[gr] Sometimes after /ny/ and before /i/, /e/: Stoppage

as for [g] (above), followed by audible friction at about the same position in the mouth. This sound is reminiscent of the first sound in English judge, but it is not the same. It is also different from Kirundi [dj] (below). [Technically, a voiced prevelar groove affricate.]

[g]	<u>Otherwise after /ny/, and sometimes in any of the other environments described for /g/:</u> Stoppage between the back of the tongue and the soft palate. [Technically, a voiced velar stop.]	umugöre	!woman, wife!
		kugaruka	!to return!

[g̥], [g̥ʏ] Not after /ny/: When /g/ does not follow its nasal counterpart /ny/, it is usually voiceless, but unlike /k/, it is weakly articulated and is not followed by a puff of air. This kind of articulation is symbolized by placing a

small circle beneath the letter. [Technically, a voiceless lenis stop or affricate.]

/f/	[f]	Audible friction produced by constriction of the air flow between the lower lip and upper teeth. Voice vibration ceases during the production of this sound. [Technically, a voiceless, fortis labiodental fricative.]	gufásha	'to help'
			imfúra	'firstborn'
/s/	[s]	Very much like English <u>s</u> in <u>see</u> , but perhaps a bit farther forward toward the tip of the tongue and the back of the upper teeth. [Technically: a voiceless fortis apicodental slit fricative.]	gusa	'only'
			nsoma	'I read'
/sh/	[sh]	Very much like English <u>sh</u> in <u>she</u> . [Technically, a voiceless fortis lamino-palatal groove fricative.]	ubushaza	'please'
			nshobora	'I can'

/v/	[v] <u>After /m/:</u> Very much like English <u>v</u> in <u>ever</u> . [Technically, a voiced labiodental fricative.]	imvúra 'rain'
[v̥],[bv̥] [bv],[v]	<u>Elsewhere:</u> like [v], except that the friction may be preceded by momentary stoppage at the lips [bv], and the sound may be voiceless but weakly articulated [v], [bv].	kuvúga 'to speak' kuva 'to [go] from'
/z/	[z] <u>After /n/:</u> Very much like English <u>z</u> in <u>plaza</u> , but perhaps farther forward toward the tongue tip and the back of the upper teeth. [Technically, a voiced apicodental fricative].	inzóka 'snake'
[z̥],[d̥z̥] [z],[dz]	<u>Elsewhere:</u> Like [z], except that the friction may be preceded by momentary stoppage at the lips [dz], and the sound may be voiceless but weakly articulated [z̥], [d̥z̥].	akazi 'work' guhéza 'to finish'
/j/	[j] <u>After /ny/:</u> Somewhat like the first consonant sound of English <u>azure</u> , or like the French consonant in <u>juge</u> .	nje 'that I go'

[Technically, a voiced
laminopalatal groove fricative.]

[j],[dj] Elsewhere: Like [j], except Bujuumbura 'Bujumbura'
[j̣],[ḍj] that the friction may be pre- kuja 'to go'
ceded by momentary stoppage
[dj], and the sound may be
voiceless but weakly artic-
ulated [j̣], [ḍj].

/pf/ [pf] Like Kirundi [p] (without gupfá 'to die'
the puff of air) plus Kirundi
[f]. [Technically, a voice-
less fortis labial affricate.]

/ts/ [ts] Like Kirundi [t] (without gutsiinda 'to win'
the puff of air) plus Kirundi Abatuutsi 'Batutsi'
[s]. [Technically, a voice-
less fortis apicodental
affricate.]

/c/ [c] Like Kirundi [sh] preceded gucúra 'to work metal'
by momentary stoppage at umuceri 'rice'
the same position. [Tech-
nically, a voiceless, fortis
palatal affricate.]

/m/ [m] Very much like English m. ubumanuko 'south'
[Technically, a bilabial
nasal continuant.]

- /n/ [n] Like English n except that stoppage in the mouth is made farther forward toward the tip of the tongue and the back of the upper teeth. [Technically, an apicodental nasal continuant.] ubumanuko 'south'
- /ny/ [ŋ] Before /k/, /g/. Like the sound that is spelled ng in English singer (and not in finger). Stoppage in the mouth is at the soft palate. [Technically, a dorsovelar nasal continuant.] nkora 'I do'
gutáangura 'to begin'
- [ny] Elsewhere: Much like the sounds spelled gn in French gagner, or ñ in Spanish cañon. Stoppage in the mouth is at the hard palate. (Note that the letters ny, as used here both between // and between [], stand for a single sound, and not for /n/ followed by /y/. This symbol has been adopted in order to minimize conflict with
- inyoni 'bird'
kunywá 'to drink'

the established conventions of Kirundi spelling.) [Technically, a palatal nasal continuant.]

- /r/ A flap, or tap of the tongue tip against the gum ridge. kuroonderera 'to look for, for someone'
- /h/ [h] [ʀ] Something like English h in how, except that voicing may continue throughout the duration of the sound ([ʀ]). aha 'here' héhé 'where?'
- /w/ [w] etc. After consonants: Pronounced in a great variety of ways: umwáana 'child' icaámbarwa 'clothing' /sw/ often sounds like [skw], umwíishwa 'man's sister's child' /mw/ usually sounds like [my], /rw/ may sound like [rgw], kubwá 'according to' with or without a short vowel-like sound between the [r] and the [g].
Elsewhere: much like English w in away.
- /y/ [y] etc. After consonants: Like /w/, gutyó 'like that' /y/ after various consonants kuryá 'to eat' is pronounced in quite different ways. After /m/ it myíínshi 'many' usually sounds like [ny]; vyíínshi 'many' the sequence /vy/ may contain [z] immediately after the [v], /ry/ may sound like [rtky].

BASIC COURSE

INTRODUCTION

Ce livre ne constitue qu'un élément d'un cours élémentaire de Kirundi. L'autre élément indispensable à ce cours, est une personne qui parle la langue et puisse aider l'étudiant. De plus, il existe une série de bandes magnétiques qui pourraient lui être utiles. En toute franchise, ce cours est un abrégé et ne couvre que les éléments fondamentaux de la langue. A la fin de ce cours, l'étudiant doit pouvoir accomplir trois choses:

1. Il doit pouvoir utiliser couramment et avec une bonne prononciation quelques phrases et quelques mots d'usage courant en Kirundi.

2. Il doit pouvoir comprendre facilement et employer aisément les tournures grammaticales élémentaires telles que les désinences verbales et les préfixes d'accord grammaticaux.

This book is one part of a short basic course in Kirundi. The other necessary part of the course is a speaker of the language who can serve as tutor. In addition, there is a set of tape recordings which most students will find useful.

This course is quite frankly short, and covers only the fundamentals of the language. Anyone who completes it should be able to do three things:

1. He should be able to use fluently and with good pronunciation a few of the most common sentences and words of Kirundi.

2. He should be able to understand easily, and employ readily, the fundamental grammatical devices of the language, particularly the verb inflections and the concordial prefixes.

3. He should be accustomed to taking increasing amounts of responsibility in the process of learning more of the language, with the help of Barundi who are not professional language teachers.

3. Il doit avoir acquis l'habitude de prendre de plus en plus de responsabilités pour améliorer ses connaissances de la langue en recherchant l'aide de Barundi qui ne seraient pas nécessairement professeurs de métier.

Ce sont ces trois buts que l'étudiant doit avoir présents à l'esprit pour déterminer l'usage du livre et des bandes magnétiques:

1. Il doit répéter les phrases des dialogues jusqu'à ce qu'il puisse les débiter sans effort et sans erreur marquante de prononciation. (Une mauvaise prononciation, particulièrement dans les tons, diminue beaucoup plus sérieusement l'intelligibilité en Kirundi que dans beaucoup d'autres 'langues à tons'.)

2. Il doit travailler à fond les exercices et ne pas se contenter de les faire une ou deux fois.

3. Il doit user

These are the three goals of the course, and they have implications for the ways in which the student should use the materials in the book and on the tapes:

1. He should practice the sentences of the basic dialogues until he can roll them off his tongue without conscious effort, and without noticeable mispronunciations. (Inaccurate pronunciation, particularly of the tones, reduces intelligibility much more seriously in Kirundi than in many other African tone languages.)

2. He should practice the exercise material intensively, and not just skim through it once or twice.

3. He should use initiative, imagination, and ingenuity to find ways of increasing the amount of responsibility which he takes in dealing with the practice materials. So, for example, he will not be content to repeat like a parrot. As soon as repetition after the instructor or the tape

BASIC COURSE

d'initiative, d'imagination et d'ingéniosité pour trouver des moyens d'augmenter sa part de responsabilité dans l'utilisation des exercices pratiques. Ainsi, par exemple, il ne se contentera pas de répéter comme un perroquet. Dès qu'il n'aura plus de difficulté à répéter après le modèle, il devra essayer d'anticiper la phrase suivante, que ce soit dans un dialogue ou dans un exercice; et plus tard essayer d'adapter les textes écrits ou enregistrés afin de pouvoir transposer les phrases apprises et les employer dans la situation où il se trouve.

On trouvera à l'Unité I et tout le long du cours, des suggestions particulières pour l'emploi de ces textes.

becomes easy, he will aim at anticipating the next sentence, whether in dialogue or drill, and later at adaptation of the printed and recorded materials in order to say something that is of real communicative value in the situation where he finds himself.

Specific suggestions for use of these materials will be given in Unit 1 and at other points throughout the course.

Manière de présenter chaque nouvelle série de phrases de base.

1. L'élève ne doit pas regarder les phrases avant d'avoir appris à les prononcer parfaitement. Il ne doit même pas y jeter un coup d'oeil. S'il les regarde trop tôt, il entendra presque certainement — ou croira entendre — des sons semblables à ceux représentés par ces mêmes lettres en anglais ou dans une autre langue européenne. S'il attend d'avoir appris à prononcer la phrase en kirundi, il aura l'occasion d'entendre les sons tels qu'ils sont réellement prononcés par son instructeur.

2. Manière d'écouter les phrases.

L'instructeur doit commencer par lire à haute voix deux ou trois fois la liste des phrases de base. L'étudiant doit écouter soigneusement sans essayer de répéter. L'instructeur doit toujours parler à une vitesse normale. Il doit éviter de parler plus lentement

A procedure for use with each new set of basic sentences.

1. The student should not look at the sentences until after he has learned to pronounce them very well. He should not even glance at them briefly. If he looks at them too soon, he will almost certainly 'hear' — or think he hears — the sounds for which the letters stand in English or in some other European language. If he waits until after he has learned to pronounce the Kirundi, he will have given his ear an opportunity to hear the sounds as they are really pronounced by his tutor.

2. Listening to the sentences.

The tutor should begin by reading the entire list of basic sentences aloud two or three times. The student should listen carefully, without trying to repeat. The tutor should speak at all times at a normal conversational speed. He should avoid speaking more

ou plus distinctement qu'il ne le ferait s'il parlait avec d'autres personnes pour lesquelles le kirundi est la langue maternelle. Les élèves doivent garder leurs livres fermés.

3. Manière de répéter les phrases après l'instructeur.

L'instructeur doit dire la première phrase à vitesse normale, et laisser les élèves l'imiter. Si leur imitation est tout à fait correcte, il doit passer immédiatement à la phrase suivante. Le livre des élèves est toujours fermé.

a) Si la phrase semble trop longue, l'instructeur ne doit en prononcer qu'une petite partie, puis une plus longue, et finalement la phrase entière. Par exemple, la phrase /Nkora kuu baanki ya Rwaanda Uruundi/ peut se découper ainsi:

slowly or more distinctly than he would ever speak with other persons for whom Kirundi is the mother tongue. The student's book should remain closed.

3. Learning to repeat the sentences after the instructor.

The tutor should say the first sentence at normal speed, and let the students imitate him. If their imitation is completely correct, he should then go on to the next sentence. The student's book is still closed.

a) If the sentence seems to be too long, the tutor should pronounce one small part of it, then a slightly longer part, and finally the entire sentence. For example, the sentence /Nkora kuu baanki ya Rwaanda Uruundi/ might be built up as follows:

Uruundi.

Rwaanda Uruundi.

ya Rwaanda Uruundi.

Nkora

Nkora kuu baanki

Nkora kuu baanki ya Rwaanda Uruundi.

b) Si un élève continue à faire des erreurs de prononciation, l'instructeur doit le corriger en répétant correctement le mot que l'élève a mal prononcé. Ainsi, par exemple:

b) If a student still makes a mistake in pronunciation, the tutor should correct him by repeating correctly the word that the student has mispronounced. So, for example:

Tutor: Ndahageze vuba.

Student: Ndahakeze vuba. (a mistake)

Tutor: Ndahageze.

Student: Ndahageze.

Tutor: Ndahageze vuba.

Student: Ndahageze vuba.

Traiter ainsi toutes les phrases du dialogue.

4. Manière d'apprendre le sens des phrases.

Jusqu'ici l'élève ne sait pas encore le sens des phrases qu'il répète. Si on lui donne trop tôt la signification des phrases, il aura une forte tendance à leur donner une intonation anglaise.

4. Learning the meanings of the sentences.

Up to this point, the student has not been told the meanings of the sentences he is practicing. If he is told the meanings too soon, he will have a very strong tendency to use English intonations on the sentences.

Maintenant l'instructeur donne la première phrase et demande à l'élève de répéter après lui. Ensuite il lui donne la phrase anglaise équivalente et l'élève donne la phrase en kirundi. Si les élèves font la moindre faute, l'instructeur doit redonner la phrase en kirundi et faire répéter les élèves après lui.

Traiter ainsi chaque phrase jusqu'à ce que les élèves puissent donner les phrases en kirundi, rapidement et sans faute.

5. Lecture à haute voix.

Maintenant, pour la première fois, les élèves doivent ouvrir leurs livres et lire à haute voix après l'instructeur. Quand ils peuvent faire cela facilement ils peuvent alors s'exercer à lire à haute voix sans que le modèle leur soit donné.

Dans ce cours nous utilisons [] et () et (' ') dans les phrases

Now the tutor should say the first sentence, and have the students repeat it after him. Then he should give the equivalent English sentence and the students should reply with the Kirundi sentence. If the students make any mistakes at all, the tutor should say the Kirundi sentence again and have them repeat it after him.

Each sentence should be treated in this way, until the students can give the Kirundi sentences promptly and without error.

5. Reading aloud.

Now for the first time, students should open their books and read aloud after the tutor. When they can do this easily, they may practice reading aloud independently.

In the English equivalents for Kirundi expressions in this

anglaises équivalentes aux expressions en kirundi. Les crochets [] renferment des mots anglais qui n'ont pas d'équivalent en kirundi mais qui sont nécessaires pour traduire une expression kirundi en anglais courant. Les parenthèses renferment des mots qui sont les équivalents anglais de mots qui, en kirundi, sont nécessaires à la phrase mais qui seraient inutiles dans la phrase anglaise. On se sert de parenthèses avec guillemets 'simples' pour indiquer une traduction littérale.

course, use is made of [], (), and (' '). Square brackets [] enclose English words which have no counterpart in the Kirundi, but which are needed in order to make good translations into idiomatic English. Parentheses () enclose words which are English counterparts of something in the Kirundi sentence, but which would not ordinarily be used in the English equivalent. Parentheses with single quotes are used to indicate a literal English version of a sentence.

Dialogue 1.

1A⁶ [— ~ -]
Bwaakéeye.

(A morning greeting.)

~izá¹

good

néezá

well

2B [— ~ - ~ -]
Bwaakéeye néezá.

(Reply to the above.)

izína (5, 6)²

name

ri-

(a prefix agreeing with /izína/)

~aanje

my

'ni

is, are

- 3A [- ˊ - - - ˊ]
 Izína ryaanjye 'ni
 [- ˊ - -]
 Yohaáni.
 or: Niitwa Yohaáni.
 n- I
 -ri³ to be
 Umunyaameeriká (1, 2) person from America
- 4A [5 - - - - ˊ -]
 Nd_i Umunyaameeriká.
 -kóra (-kóze)⁴ to do, work
 ku- (a general locative prefix)
 ibaánki (9, 6 or 10) bank
 i- (prefix agreeing with /ibaánki/.)
 ~a a genitival particle
- 5B [- - - - ˊ - -]
 Ndi Aandereyá, nkora I'm André. I work at the
 [- ˊ - - - -] bank of Ruanda-Urundi.
 kuu baánki ya Rwaanda
 [- ˊ -]
 Uruúndi.
 jeewé I
 mu(rí) in
- 6A [ˊ - - - - ˊ]
 Jeewé, nkora muri And I work at the American
 [- - - - -] Consulate.
 'consulat américain'.

	-ra-	(a verb prefix)
	-ha-	(a prefix indicating that the object of the verb is a place)
	-gera (-geze)	to arrive
	vubá	recently
7A	[- - - - -] Ndahageze vubá.	I've just recently arrived here.
	´nicó	that is it (agreeing with /igitúma/)
	igitúma (7, 8)	reason
	ntaari	(a negative auxiliary verb)
	bwáakubóne	(this form will not be completely analyzed)
	-ku-	(2 sg. object prefix)
	-bóna (-bóonye)	to see
8B	[3 3 - - -] A. ´Nico gitúma ntaari	Ah! That's the reason [why] I haven't seen you [before].
	[- - -] bwáakubóne.	
9B	[- - -] ´Ni néézá.	It's good ('well') [to see you].

Dialogue 2.

- 10C [- - - - / -]
Nd_i Umunyaameeriká. I'm an American.
- 11C [- / \ - - - - / -]
Wew_e ur_i Umunyaameeriká? Are you an American?
- 12D [- - - - / -]
Oya. Nd_i Umunyaafiriká. No, I'm an African.

Dialogue 3.

- 13E [- - - - / -]
Ur_i Umuruúndi? Are you a Murundi?
- 14F [- - - - -]
Oya. Nd_i Umunyarwanda. No, I'm a Munyarwanda.

Dialogue 4.

- 15G [- - - - / -]
Ukora muri 'consulat
[/ -]
américain'? Do you work at the American
Consulate?
- 16H [/ - / - / -]
Eegó. 'Niho nkorá. Yes, I do. ('It is there that
I work.')
- 17G [- - - - / -]
Ugeze háno vubá? Did you arrive here very
recently?
- 18H [/ -]
Eegó. Yes, I did.

Footnotes

1. The symbol (~) is placed before stems that take the full set of concordial prefixes but not person-number or tense prefixes. These stems are called ADJECTIVES.

2. Numbers in parentheses after a noun indicate the sets of prefixes which are used with that noun and in words which agree with it. The number before the comma refers to the singular, the number after it to the plural.

3. The hyphen placed before a stem in the buildups indicates that the stem takes inflection for person-number and for tense. Such stems are called VERBS.

4. For most verbs, two stem forms are given. The first of the two, called the 'imperfective stem', is the stem used in the infinitive. The second stem, which always ends in /-e/, is called the 'perfective stem.' The differences between these two stems will be discussed in Unit 5.

5. Every Kirundi word ends with a vowel. Many Kirundi words begin with vowels. When a word that begins with a vowel follows another word in the same phrase, the final vowel of the word that precedes is usually omitted, or 'elided.' In order to remind the student of this fact, the elided vowel is dropped a bit below the level of the line.

In connected speech, these elisions seem to be obligatory. At the same time, however, the student should remember that if he breaks the chain of speech by pausing between words, the final vowel of the word before the pause must be pronounced.

It is suggested that the student practice once or twice reading through Dialogues 2 and 3 both with and without pauses between the words. For purposes of memorization, the elided form should be used exclusively.

6. Each sentence in a dialogue is preceded by a number and a letter. The numbers run serially through all the dialogues of a single unit, and may be used for referring to individual sentences. The letters indicate the speaker. After the dialogue has been learned, the instructor and individual students may thus take turns assuming 'Role A,' 'Role B', etc.

1. A note on the use of the terms 'pitch' and 'tone'.

In order to understand many of the notes in this course, it is necessary to distinguish clearly between 'pitch' and 'tone'

The word PITCH, as used here, will refer to the fundamental frequency of vibration of the vocal cords—to placement on a musical scale. The indication of absolute pitch would be useless; RELATIVE PITCH is shown graphically within square brackets. Syllable boundaries are represented as breaks in the line. Vowel length is represented by the length of the line segments:

inzira	[- - -]	path
kuduuga	[- _ -]	to climb
abaáandi	[- ~ -]	others
ni néezá	[- ~ -]	it's nice

'Pitch', then, refers to a physical phenomenon measurable in the laboratory.

Pitch fluctuations are of course found in all languages. In many languages, however, the student can get by with ignoring them, using instead the pitch patterns of his own native language. The result may sound strange, but it will still be intelligible.



In Kirundi however, as in most African languages, pitch has functions which it does not have in English. Thus,

kuvuvura, with pitches [- - - -] means 'to break a piece off'.
 kuvúvura, with pitches [- \ _ -] means 'to walk haltingly in the dark'.




Pitch, then, may be the only audible difference between two words of entirely different meanings. To say the same thing in technical terms, Kirundi has LEXICALLY SIGNIFICANT distinctions of pitch.

But even more important than the lexical function of Rundi pitch is its place in the grammatical system of the language. Compare the following six forms, all of which have first person plural subjects, and contain the same stem /-kúbuura/ 'to sweep'. The differences among them are of a grammatical nature:

twaa <u>k</u> ubuuye	[_ - - -]	'we swept [today]'	(cannot be the last word in the sentence)
twaa <u>kú</u> buuye	[- \ _ -]	'we swept [today]'	(can be the last word in the sentence)
twá <u>a</u> kúbuuye	[~ \ _ -]	'we having swept [today]'	
twaa <u>k</u> ubúuye	[_ - ~ -]	'which we swept [today]'	



twaákubuuye	[]	'we swept [before today]'	(cannot be the last word)
twáákubuuye	[]	'we having swept [before today]'	" "

or these three forms:

tuzookubuura	[]	'we will sweep [not immediately]'
túzookúbuura	[]	'we going to sweep [not immediately]'
tuzóokubuura	[]	'which we will sweep [not immediately]'

The foregoing are examples of the GRAMMATICAL SIGNIFICANCE of pitch.

Because of the important lexical and grammatical functions of pitch in Kirundi, the writer of a textbook in the language must record them in some way; whoever teaches Kirundi must be careful that his students get the pitches right, as well as the vowels and consonants; and the student must make these matters the object of much patient effort.

There are reasons, however, why the direct graphic representation of pitch ([], [], etc.) is not the optimum method in the practical study of Kirundi. Most obviously, it is visually cumbersome and typographically expensive. More important is the fact that such a system actually presents too many details. It is suitable to the beginner because it does provide him with an immediately usable picture of pitch relationships. It does so, however, in a way which fails to throw into sharp focus the underlying consistencies and regularities in the way Kirundi uses pitch. Graphic writing of pitch is also difficult to use in connected discussion of these matters. It is principally for these reasons that we shall introduce a set of units called 'tones'.

A tone is not a physical entity. It is an abstraction which is made for the purpose of clearer and more efficient description of the physical phenomena of pitch, and more especially for discussion of the contrasts among various pitch patterns. Each tone has one or more physical realizations in terms of pitches.

In Kirundi, as in many other Bantu languages, the pitch phenomena are best described in terms of two tones, called LOW HIGH. Low tone is quite simple: its typical realization is as a level, relatively low pitch:

guhaga	[_ _ _]	'to force, to fill with air'
guhaaga	[_ _ _]	'to eat enough'

As its name implies, high tone ordinarily involves the use of a relatively high pitch, but this pitch is not level. It most commonly consists of a rise followed immediately by a fall:

gùfásha	[- \ _]	'to help'
---------	-----------	-----------

But in addition to tone, a full description of the pitch phenomena of Kirundi requires at least two additional concepts. Both have to do with the placement of the tones along the time axis.

The first of these concepts is the 'mora'. A MORA is a unit of vowel length. Vowels in Kirundi may consist of either one or two moras, and no more. A two-mora vowel is indicated in writing by doubling the vowel letter:

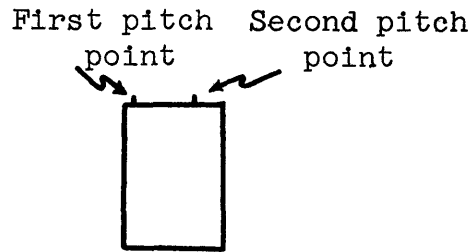
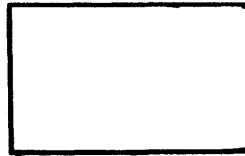
kubaza	[/ \ _]	'to ask'
kubaaza	[_ _ _]	'to work wood'

The second concept having to do with the location of the peak of a high tone on the time axis is 'pitch point.' The high tone may be attached to a vowel (whether long or short) at either of two PITCH POINTS. The facts may be represented graphically somewhat as follows:

One-mora vowel



Two-mora vowel



Single-mora vowel with high tone on first pitch point



Single-mora vowel with high tone on second pitch point



Two things should be noted here:

- (1) There is never more than one high tone per mora; that is to say, it is impossible to have high tones on both the

first and the second pitch point of a short vowel at the same time.

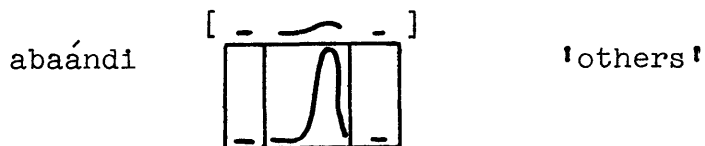
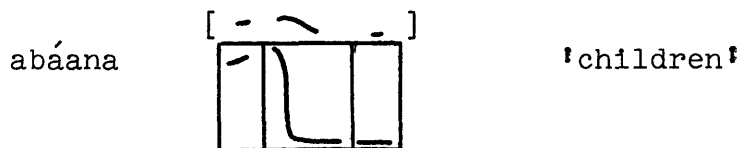
(2) If high tone occurs on the first pitch point, the first part of it spills over onto the preceding vowel.

This 'spillover' may consist of a rising pitch on the preceding syllable, as shown in the preceding figures. But it may also be realized in any of the ways indicated in this figure:



syllable with which the high tone is primarily associated.

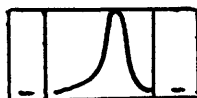
On long (two-mora) vowels, there are still only two, and not four pitch points: a high tone may occur at the beginning of the first mora, or near the end of the second mora:



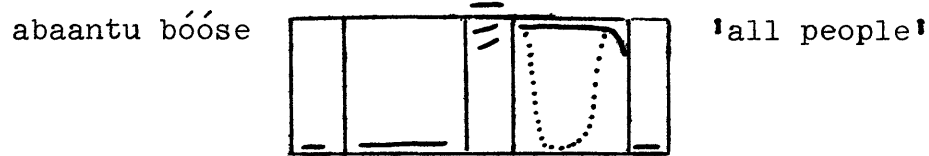
but not:



or:



High tone may occur on both the pitch points of the same long vowel. This DOUBLE HIGH TONE is realized as high level with a short drop at the very end.



The term 'pitch point' will not be used in this course. Instead, a high tone which occurs on the first pitch point of a vowel will be called an ANTICIPATED HIGH TONE. A high tone that occurs on the second pitch point, and which therefore does not spill over onto the preceding syllable, will be called an UNANTICIPATED HIGH TONE.

On long vowels, anticipated and unanticipated high tones are written /-áa-/ and /-aá/ respectively. On a short vowel, they are written /-á-/ and /-ǎ-/ . Double high tone is written /-áá-/.

2. A note on pitch in yes-no questions.

Compare the pitches in these two sentences:

[_ - - ~ -]	
Ur ₁ Umuruúndí.	You are a Murundi.
[_ - - ~ -]	
Ur ₁ Umuruúndí?	Are you a Murundi?

The conspicuous difference between them is that the pitch rise in the yes-no question is much sharper than in the statement.

The foregoing example has only one high pitch in each sentence. The following sentences have more than one:

[_ - - ~ ~ -]	
Ur ₁ Umunyéekoóngó.	You are a Congolese.
[_ - - ~ ~ -]	
Ur ₁ Umunyéekoóngó?	Are you a Congolese?

These two sentences illustrate the fact that the exaggeration of pitch in yes-no questions applies to all the highs in the sentence, not just to the last.

Some sentences contain no highs at all. For example:

[- - - -]	
Ur ₁ Umunyarwaanda.	You are a Munyarwanda.
[= - - - -]	
Ur ₁ Umunyarwaanda?	Are you a Munyarwanda?

In this pair of sentences, the yes-no question may differ from the statement in that it has a high pitch on the first syllable, or in ending on a lower pitch than the statement, or in both of these respects.

The sum of these ways in which yes-no questions differ from statements with respect to pitch will be termed YES-NO QUESTION INTONATION. It will not be written with any special symbols in the writing system used in this book. Its presence can be inferred whenever a question mark follows a sentence that does not contain some interrogative word such as /ikí/ 'what?' /ryáarí/ 'when?'.
 [For practice in employing the yes-no intonation side by side with the corresponding declarative intonation, see vocabulary supplements at the end of this unit.]

3. A note on anticipated high tone in final position.

Any sentence can be spoken with a DECLARATIVE INTONATION.

Compare these two sentences:

[- ~ -]	
Ni neeza.	It's fine.

[- ~ -]

Ni neeza?

Is it fine?

The second of these sentences is a yes-no question. In both the statement and the question, the pitch of /-za/ is low, even though it is written with high tone. This same word does have high pitch when it is not at the end of the sentence:

[- ~ \ _ -]

Ni neeza caane.

It is very nice.

The relationship between the pitches of the final syllables of these two sentences is an example of a general principle which may be stated as follows: When a short syllable which in the middle of a sentence has high tone occurs at the end of a sentence, then the pitch of that syllable itself is low. If its high tone is of the 'anticipated' variety, however, the anticipatory rise in the preceding syllable is unaffected by the declarative intonation.

4. A note on the use of subject prefixes.

Compare these two forms:

nkora. . .

I work. . .

ukora. . .

you (sg.) work. . .

The semantic difference between first person singular subject and second person singular subject is matched by the difference between /n-/ (1 sg.) and /u-/ (2 sg.) These two elements are called SUBJECT PREFIXES. Except for imperatives, infinitives, and a few less important forms, every Rundi verb contains a subject prefix.

[For practice in using these two subject prefixes, see Vocabulary Supplements 1 and 2.

The prefixes which stand for personal subjects are given here for reference:

	Singular	Plural
First person	n- <u>or</u> m-	tu- <u>or</u> du- <u>or</u> tw-
Second person	u- <u>or</u> w-	mu- <u>or</u> mw-
Third person	a- <u>or</u> y-	ba- <u>or</u> b-

The choice between /n-/ and /m-/ for first person singular depends on the sound that follows this prefix. The choice among the variant forms of the other prefixes is governed by principles which will be discussed in Unit 2, Note 4.

[For practice in contrasting the prefixes /n-/ and /u-/, see Vocabulary Supplements 1 and 2.]

5. A note on the immediate tense.

Unless they are labelled otherwise, all verbs in the first few units of this course are in the same tense, which is called the IMMEDIATE TENSE. The immediate tense may be used when speaking about matters which are generally true:

Nkora ku kivuko. I work at the port.

It may also be used to refer to actions in the immediate past:

Ndahageze vubá. I arrived here very recently.

It may even be employed for actions expected in the immediate future, though no examples of this usage have occurred in Unit 1.

It should be noted that the immediate tense is not ordinarily used for actions which are in progress at the present. For this meaning a verb phrase is used. See Unit 22, Note 1.

Since no other verb forms have been introduced which are in contrast with the immediate tense (except for /ntaari/ and /bwaakubone/, which are not to be made the subject of study at this time), no exercises on this tense are provided in Unit 1.

6. A note on absolute personal pronouns.

Sentence 6 contains the word /jeewé/:

Jeewé nkora muri 'consulat américain'.

'I work at the American Consulate.'

The sentence:

Nkora muri 'consulat americain'.

is also correct, complete, and approximately the same in meaning as the first sentence.

The word /jeewé / is a first person singular pronoun, but it is used much less frequently than its English counterpart 'I'. Its use in a sentence is optional, and has an emphatic function. In this respect, /jeewé / is unlike French je, and more like moi.

The first, second and third person singular and plural pronouns are given here for reference:

	Singular		Plural	
First person	jeewé	'I'	tweebwé	'we'
Second person	wewé	'you (sg.)'	mweebwé	'you (pl.)'
Third person	wéewé	'he, she'	bóobó	'they'

7. A note on the locative prefixes.

Compare these sentences:

Nkora murí 'consulat americain'.

I work at the American Consulate.

Nkora mu rugaánda.

I work in a shop.

Nkora mw iisǒko.

I work at the market.

The locative prefix which appears in all of these sentences is represented differently in each of them: /murí/, /mu-/, /mw-/.

If a noun begins with a consonant (/consulat/, /Yohaáni/), then the long form of the prefix (/murí/) is used.

If a noun begins with /i/ followed by the stem (i.e. Classes 5, 9, 10), then the locative prefix usually has the form /mw-/ and the /i/ is retained.

Otherwise, the form of the prefix that is used is /mu-/.

What has been said about /mu-/, /muri-/ and /mw-/ also applies to another locative prefix which has the forms /ku-/, /kurí-/ and /kw-/. Both prefixes have to do with location. The prefix /mu-/ is more specific, and is frequently translated 'in, within.' The prefix /ku-/ is much less definite, and may be used for general association, as well as for physical location.

[For practice in using the right form of the right locative prefix with various nouns, see Vocabulary Supplement 2.]

8. A note on the copula /ni/.

The form /ni/, as in:

Izína ryaanje 'ni Yohaáni. My name is John.

takes no prefixes of any kind. It is thus, from the point of view of its form, a particle and not a verb.

The particle /'ni/ has anticipated high tone on its vowel if it is not the first word in the sentence and does not follow a pause. If it does stand at the beginning of the sentence or after a pause, it has low tone. This kind of tonal behavior will be termed PROVISIONAL HIGH TONE, symbolized by writing an acute accent before the syllable which has this characteristic.

No exercises are given for practicing the provisional high tone, but the student should listen for fluctuation between low and high tones on /ni/ in the speech of his instructor, according to whether a pause has been left before the word.

9. A note on the combination /n/ plus /r/.

Compare the following forms:

Ndi Yohaáni.

I am John.

Uri Yohaáni?

Are you John?

The verb stem in each of these sentences is the same; its most common form is /-ri/ 'be'. When this morpheme (or any other that ordinarily begins with /r/) occurs immediately after /n/, however, what is actually heard is /nd/, and not */nr/. The combination * /nr/ does not occur at all in Kirundi.

[For practice in this alternation between /r/ and /d/, see Vocabulary Supplement 1.]

Comment utiliser les exercices de substitution.

Un grand nombre d'exercices de ce livre sont conçus de façon à ce que chaque phrase soit en partie semblable à celle qui la précède immédiatement. On peut en trouver un exemple ci-dessous dans le premier groupe de phrases ayant pour but un exercice pratique systématique.

1. L'instructeur dit chaque phrase. Les étudiants répètent après lui jusqu'à ce qu'ils soient capables de l'imiter correctement et sans effort.

2. Les étudiants reprennent les mêmes phrases. Il faut s'assurer que chacun comprend la signification de chaque phrase.

3. L'instructeur dit la première phrase et ensuite le mot de la colonne de 'mots clefs', situé en face de la deuxième phrase. L'un des étudiants doit répondre par la deuxième phrase. L'instructeur donne

A procedure for use with substitution drills.

A large number of the practice materials in this book are organized in such a way that each sentence is partly like the one that immediately precedes it. An example is to be found below in the first group of sentences.

1. The tutor says each sentence. The students repeat it after him until they are able to do so easily and correctly.

2. The students go through the same sentences again. Be sure that they all understand the meaning of each sentence.

3. The tutor says the first sentence, and the word from the column of 'cue words', opposite the second sentence. One of the students should reply with the second sentence. The tutor then gives the cue word

alors le 'mot-clef' de la troisième ligne, et ainsi de suite jusqu'à la fin de l'exercice. Ainsi:

from the third line, and so on through the entire series. Thus:

Instructeur: Ur_i Umunyaameeriká? Umuruúndi.

Classe: Ur_i Umuruúndi?

Instructeur: Umunyarwaanda.

Étudiant A: Ur_i Umunyarwaanda?

Instructeur: Umubo.

Étudiant B: Ur_i Umubo?

Instructeur: Umumõso.

Étudiant C: Ur_i Umumõso?

Instructeur: Umunyámugaámba.

Étudiant D: Ur_i Umunyámugaámba?

etc.

L'exercice est terminé quand les élèves peuvent répondre ainsi à tous les exemples de la colonne de 'mots-clefs', correctement et sans effort.

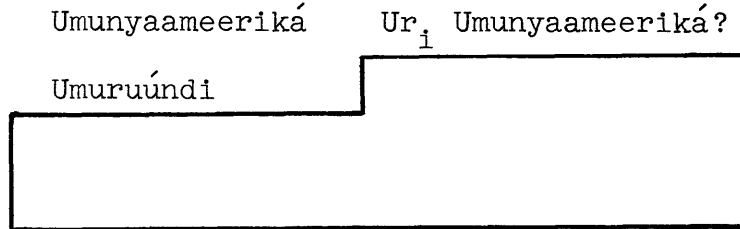
The drill has been completed when the student can respond in this way, easily and correctly, to all the items from the column of 'cues'.

Pour réviser le même exercice, sans instructeur, l'étudiant

For review of the same material without a live tutor, the

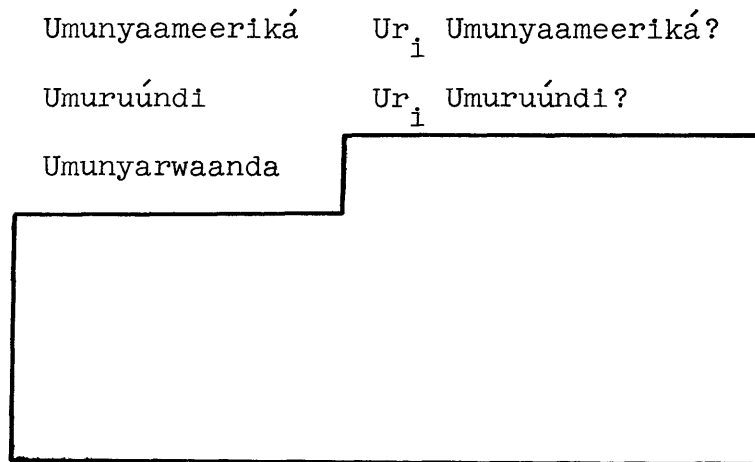
doit se servir d'une carte opaque dont un des coins a été découpé:

student may make use of an opaque card with a notch cut out of one corner:



La carte ainsi placée, (voir schéma ci-dessus) l'étudiant doit donner la phrase qui est cachée par le haut de la carte. Quand il a donné la phrase, ou essayé de la donner, il fait descendre la carte d'une ligne pour mettre à jour la phrase qu'il devait donner.

When the card is in this position the student is expected to produce the sentence which is concealed by the top of the card. When he has done so, or attempted to do so, he then pulls the card downward just far enough to expose the sentence that he was to have produced:



En procédant ainsi, il obtient à la fois la confirmation immédiate (ou la correction) de sa propre réponse et le mot-clef suivant.

Si on retourne la carte de manière à avoir la partie découpée à droite, on peut se servir des phrases de la 2^{ème} colonne pour demander les phrases équivalentes en Kirundi.

Comment utiliser les exercices de transformation.

Ce groupe d'exercices se compose de trois colonnes. La colonne 1 comprend les mots-clefs, la colonne 2 contient une série de phrases, et la colonne 3 contient une différente série de phrases.

Dans un exercice de ce genre, les colonnes 1 et 2 peuvent être utilisées comme un exercice de substitution (voir les directives données plus haut pour les exercices de substitution). Ensuite les

Having done so, he receives immediate confirmation or correction of his own response and is simultaneously presented with the next cue.

If the card is turned over so that the notch is on the right hand side, the second column of sentences may be used as a second set of cues.

A procedure for use with transformation drills.

The second group of material for systematic practice consists of three columns. Column 1 consists of cues, Column 2 contains one series of sentences, and Column 3 contains a different series of sentences.

In drill with materials of this kind, Columns 1 and 2 should be used as a substitution drill (see the procedure outlined above for substitution drills). Then Columns 1 and 3 should be used together in the same way,

colonnes 1 et 3 peuvent être utilisées de la même façon en sautant la colonne 2. Finalement, l'instructeur donne le mot-clef, un étudiant donne la phrase correspondante de la colonne 2, et un autre répond par une phrase de la colonne 3. De cette façon, les phrases des exercices de substitution sont combinées en une série de petites conversations de deux lignes.

omitting Column 2. Finally, the tutor gives the cue, one student gives sentence from Column 2, and another replies with the sentence from Column 3. In this way, sentences from the substitution drills are combined into a series of little two line conversations.

Vocabulary supplement 1.

Names for members of various ethnic groups.

- | | |
|--------------------------------|----------------------------------------------------|
| | 'Are you an American?' |
| Umunyaameeriká
'American' | [- _ _ _ _ _]
Ur ₁ Umunyaameeriká? |
| Umuruúndi
'Murundi' | [- _ _ _ _]
Ur ₁ Umuruúndi? |
| Umunyarwaanda
'Munyarwanda' | [= _ _ _ _ _]
Ur ₁ Umunyarwaanda? |
| Umubo | [- _ _ _]
Ur ₁ Umubo? |
| Umumõso | [- _ _ _ _]
Ur ₁ Umumõso? |

Umunyámugaámba	[- - - - -] Ur ₁ Umunyámugaámba?		
Umutuutsi 'Mututsi'	[- - - - -] Ur ₁ Umutuutsi?		
Umuhútu 'Muhutu'	[- - - - -] Ur ₁ Umuhútu?		
Umutwá 'Mutwa'	[- - - - -] Ur ₁ Umutwá?		
Umuzuúngu 'European'	[- - - - -] Ur ₁ Umuzuúngu?		
Umubirigi 'Belgian'	[- - - - -] Ur ₁ Umubirigi?		
	'Are you an American?'		'I'm an American.'
Umunyaameeriká 'American'	[- - - - -] Ur ₁ Umunyaameeriká?	[- - - - -] Nd ₁ Umunyaameeriká.	
Umuruúndi 'Murundi'	[- - - - -] Ur ₁ Umuruúndi?	[- - - - -] Nd ₁ Umuruúndi.	
Umunyarwaanda 'Munyarwanda'	[- - - - -] Ur ₁ Umunyarwaanda?	[- - - - -] Nd ₁ Umunyarwaanda.	
Umubo	[- - - - -] Ur ₁ Umubo?	[- - - - -] Nd ₁ Umubo.	} Persons from various parts of Burundi.
Umumõso	[- - - - -] Ur ₁ Umumõso?	[- - - - -] Nd ₁ Umumõso.	
Umunyámugaámba	[- - - - -] Ur ₁ Umunyámugaámba?	[- - - - -] Nd ₁ Umunyámugaámba.	

Umutuutsi 'Mututsi'	[Ur ₁ Umutuutsi?]	[Nd ₁ Umutuutsi.]
Umuhutú 'Muhutu'	[Ur ₁ Umuhutú?]	[Nd ₁ Umuhutú.]
Umutwá 'Mutwa'	[Ur ₁ Umutwá?]	[Nd ₁ Umutwá.]
Umuzuúngu 'European'	[Ur ₁ Umuzuúngu?]	[Nd ₁ Umuzuúngu.]
Umubirigi 'Belgian'	[Ur ₁ Umubirigi?]	[Nd ₁ Umubirigi.]
Umunyaafiriká 'African'	[Ur ₁ Umunyaafiriká?]	[Nd ₁ Umunyaafiriká.]
Umuhíindí or: Umuhíindi 'Indian'	[Ur ₁ Umuhíindí?]	[Nd ₁ Umuhíindí.]
Umwaárabú 'Arab'	[Ur ₁ Umwaárabú?]	[Nd ₁ Umwaárabú.]
Umunyéekoóngo 'Congolese'	[Ur ₁ Umunyéekoóngo?]	[Nd ₁ Umunyéekoóngo.]

NB The first vowel of /Umwaarabu/ in the recording of Columns 2 and 3 is long.

NB The difference between tonal patterns on this and the previous recording of the word /Umuhutu/.

Vocabulary supplement 2.

Places where people work. The locative prefixes /ku-/, /mu-/.

	'I work at the American consulate.'	'Do you work at the American consulate?'
'consulat américain'	[_ _ _ _] Nkora muri 'consulat américain'.	[_ _ _ _] Ukora muri 'consulat américain'?
ivuuriro (9, 6) 'hospital'	[_ _ _ _] Nkora mw ivuuriro.	[_ _ _ _] Ukora mw ivuuriro?
isoko (9, 6) 'market'	[_ _ _ _] Nkora mw isoko.	[_ _ _ _] Ukora mw isoko?
muhira 'home'	[_ _ _ _] Nkora mu uhira.	[_ _ _ _] Ukora mu uhira?
ibiro (9, 8) 'office'	[_ _ _ _] Nkora mu biro.	[_ _ _ _] Ukora mu biro?
urugaanda (11, 9) 'factory, workshop'	[_ _ _ _] Nkora mu rugaanda.	[_ _ _ _] Ukora mu rugaanda?
ikivuko (7, 8) 'port'	[_ _ _ _] Nkora ku kivuko.	[_ _ _ _] Ukora ku kivuko?
igisagara (7, 8) 'city, town'	[_ _ _ _] Nkora mu gisagara.	[_ _ _ _] Ukora mu gisagara?

[NB Graphic tone indications are not written over borrowed words that are shown in their original spellings between quotation marks. This does not mean that these words are exempt from the Kirundi tonal system, however.]

Vocabulary supplement 3.

Some objects which frequently require specification of ownership.

ikiintu	´Nicó kiintu caanje. [_ _ _]	' <u>this</u> is my thing'
igituúngwa	´Nicó gituúngwa caanje. [_ _ ~ _]	'domestic animal'
igitabo	´Nicó gitabo caanje. [_ _ _ _]	'book'
icaáambarwa	´Nicó caáambarwa [_ ~ _ _]	'clothing'
	caanje.	
urubáangaangwé	´Nirwó rubáangaangwé [_ _ ~ _ :]	'bicycle'
	rwaanje.	
or: ikiínga	´Niryó kínga ryaanje [_ ~ _]	
ipikipiki	´Niyó pikikipiki yaanje. [_ _ _ _]	'motorbike'

The corresponding plurals are:

ibiintu	´Nivyó biintu vyaanje.	' <u>These</u> are my things'
ibituúngwa	´Nivyó bituúngwa vyaanje.	
ibitabo	´Nivyó bitabo vyaanje.	
ivyaáambarwa	´Nivyó vyaáambarwa vyaanje.	
mbáangaangwé	´Nizó mbáangaangwé zaanje.	
amakiínga	´Niyó makiínga yaanje.	
amapikipiki	´Niyó mapikipiki yaanje.	

N.B. The differences between/ikiintu/and/kiintu/on the one hand, and/nico/and/nirwo/on the other, should not concern the student at this time.

The word /igaári/ or /igaáre/ is also used for 'bicycle'.

UNIT 2

Dialogue 1.

- | | | |
|----|------------------------------------------------------|--------------------------------------------------------|
| | n- | [l sg. subject prefix] |
| | -ra- | [‘disjunct’ prefix] |
| | -gira (-gize) | to do |
| 1A | [- - - -]
Ndagize bwaakéeyē. | (‘I have done’) good morning! |
| 2B | [- - - -]
Bwaakéeye néézá. | (Reply to 1.) |
| 3B | [- - - -]
N _i amáki? | How are you? |
| 4A | [- - - -]
N _i aaméézá. | I’m fine. |
| | -geenda (gìiye) | to go |
| | -geenza (-geenjeje) | to cause to go |
| | -geenzwa (-geenjejwe) | to be caused to go |
| 5B | [- - - -]
Ugeenzwa n _a amáki? | What can I do for you? (‘By what are you made to go?’) |
| | -roondera (-roondeye) | to look for |
| | akazi (12, 13) | work |
| 6A | [- - - -]
Ndoonder _a akazi. | I’m looking for a job. |
| | -zi | to know |
| 7B | [- - - -]
Uzi gukór _a akazi nyabáki? | What kind of work do you know [how] to do? |

	-andika (-anditse)	to write
	-andikiisha (-andikiishije)	to cause to write
	imáshííni (9, 6 or 10)	machine
8A	[- - - -] Ndáazi kwaandikiish _a [- - - -] imáshííni.	I know how to type ('to make a machine write').
	vy-	[a prefix used here without an antecedent, to refer to manner]
	~izá	good
9B	[- - - -] Ni vyíizá.	That's fine!
	-kenera (-keneye)	to be in need of
	umukáraáni (1, 2)	clerical worker
10B	[- - - -] Ndakeney _e umukáraáni.	I need a clerk.
	-shobora (-shobotse)	to be able
	-táangura (-táanguye)	to begin
	ubu	now
11A	[- - - -] Nshobora gutáangur _a ubu?	Can I begin now?
	òyà	no
	-zóo-	[non-immediate future prefix]
	-garuka (-garutse)	to return
	ejó (or:éjo)	yesterday, tomorrow

12B [- / - - - -]
 Oya geend_a uzoogaruk_a No, go [and] (you will) come
 back tomorrow.
 [- -]
 éjo.

13A [- - - -]
 Ndíikebaanuye. Good bye!

Dialogue 2.

14C [- - - - - - - -]
 Urakeney_e umukáraáni? Do you need a clerk?
 -mu- [3 sg. personal object
 prefix]

15D [- - - - -]
 Eegó ndamukeneye. Yes, I need one. ('Yes, I need
 umushuumba (1, 2) him.')

domestic servant

16C [- - - - -]
 Urakeney_e abashuumba? Do you need any domestic help?
 -ba- [3 pl. personal object
 prefix]

17D [- - - - -]
 Eegó ndabakeneye. Yes, I need some. ('Yes, I need
 them.')

Dialogue 3.

18E [- - - - -]
 Uráazi kwaandikiish_a Do you know how to type?
 [imashiíni?]
 -bi- [an object prefix with
 indefinite reference]

- 19F [ˉ ˆ ˉ ˆ ˉ ˆ]
Egó ndabíizi néézá. Yes, I know (it) very well.
- 20E [ˉ ˆ ˉ] [ˉ ˉ ˉ ˉ]
Ni vyíizá. Uzootaangur_a Fine! Will you begin tomorrow?
[ˆ ˉ]
éjo?

uwaambere

Monday

- 21F [ˉ ˉ ˉ ˉ]
Oya nzootaangura No, I'll begin on Monday.
- [ˉ ˉ ˉ]
ku wàambere.

NB The word /ejó/ in Lines 12 and 20, like other words that end with anticipated high tone, sometimes is pronounced with high tone on the next to last syllable (i.e. /ějo/or /éjo/) when it stands at the end of a sentence.

1. A note on the singular and plural forms of personal nouns.

Compare the words:

umushuumba	servant
abashuumba	servants

The difference in meaning between singular and plural is matched by the contrast between /umu-/ and /aba-/. The stem is /-shuumba/.

Most, though by no means all, nouns that refer to persons begin with /umu-/ in the singular. Such nouns are said to be members of CLASS 1. Stems which in the singular are members of Class 1 almost always have corresponding plural forms that begin with /aba-/. Such plural nouns are members of CLASS 2. Thus, the notation:

umushuumba (1, 2)

means that the stem /-shuumba/ occurs in a singular noun of Class 1, and in a plural noun of Class 2. (For practice in contrasting this pair of noun classes, see Exercise 2.)

2. A note on object prefixes.

Compare the words:

Ndakeneye...	I need...
Ndamukeneye.	I need him.
Ndabakeneye.	I need them.

The forms /-mu-/ in the second sentence and /-ba-/ in the third are OBJECT PREFIXES. An object prefix in Kirundi is in many ways like an object pronoun in English, except that the Kirundi object prefix is included within the verb itself. It stands immediately before the root.

The choice of object prefix depends on the person and number, or on the class, of the substantive for which the prefix stands. Thus, /-mu-/ is used where the object is third person singular personal. Its most usual translation in English is 'him' or 'her'. The corresponding plural prefix is /-ba-/.

For reference purposes, the personal object prefixes are given here:

	Singular	Plural
First person	-n- or -m- 'me'	-tu- <u>or</u> -du- <u>or</u> -tw- 'us'
Second person	-ku- <u>or</u> -gu- <u>or</u> kw- 'you (sg.)'	-ba- 'you (pl.)'
Third person	-mu- <u>or</u> -mw- 'him, her'	-ba- 'them'

Non-personal object prefixes are listed in the synopsis p. xxii.

The choice among /-ku-/, /-gu-/, /-kw-/ for the second person singular, and among /-tu-/, /-du-/, /-tw-/ for the first person plural are governed by the same principles as those set forth (Unit 2 , Note 4) for the infinitive prefix.

3. A note on the tones of certain nouns borrowed from European languages and Swahili.

Units 1 and 2 contain a number of nouns that are obviously borrowed from a European language or from Swahili:

<u>iba</u> áanki	[- ~ -]	'bank'	(French or English)
Yohaáni	[- ~ -]	'John'	(German)
<u>ima</u> shiíni	[- \ ~ -]	'machine'	(French or English)
<u>umu</u> shófeéri	[- - \ ~ -]	'chauffeur'	(French)
<u>umu</u> káraáni	[- - \ ~ -]	'clerk'	(Swahili, from Arabic)
<u>umu</u> boóyi	[- - ~ -]	'houseboy'	(English — through French?)

The prefixes in these words have been underlined. The part of each noun that is not underlined is its STEM.

A general formula covering the tones of all these nouns may be stated as follows:

(1) The next to last syllable has two moras, and there is a high tone on the second mora of that syllable (e.g. /feé/ in /umushófeéri/).

(2) If there is, within the stem, a syllablè which precedes the penultimate syllable, it has an anticipated high

tone (p. 16), (e.g. /ká/ in /umukáraáni/) unless (as in /Yohaáni/) it is also the first syllable of the word.

A large proportion of the nouns borrowed into Kirundi will be found to follow the above rules, but there are numerous exceptions. Thus, the word motorcar has come into Kirundi as /umudúga/, and not as */umuduúga/. (Another version of this same loan word is /imódokaári/.)

4. A note on infinitives.

Compare these forms:

[_ - _ -] kumesuura	'to launder'
[_ - -] kurima	'to cultivate'
[_ - -] gusoma	'to read'
[- ~ -] gutéeka	'to cook'
[- ~ - -] gutáangura	'to begin'

Each of these Kirundi words begins with /ku-/ or /gu-/. Each corresponds rather closely to an English or French 'infinitive.' Accordingly, such forms as these in Kirundi are also labelled INFINITIVES.

The infinitive of a Kirundi verb is important for two reasons. First, like its European counterpart, the infinitive may be used after a wide range of auxiliary verbs:

-zi	gusoma	'to know how to read'
-shobora	gusoma	'be able to read'
-táangura	gusoma	'begin to read'
-shaaka	gusoma	'want to read'

etc.

Second, the infinitives of the various Kirundi verbs may be divided into two groups. In one group the infinitives have no high tones, while in the other each infinitive has one high tone. This same difference is found in certain other forms of these same two groups of verbs. Once the student has learned to use the infinitive form of a verb with its proper tone, he will have less trouble in remembering which tonal pattern to use in the other forms of the same verb.

When the infinitive prefix has the form /gu/.

It will be noted that some infinitives begin with /gu-/ and others with /ku-/. If the following syllable is a part of the root of the verb, and if that syllable begins with one of a certain group of consonants, then the infinitive prefix itself has the form /gu-/. The group of consonants consists of /p, t, c, k, f, s, sh, h, pf, ts/. These are the voiceless consonants of the language.

The alternation of voiced and voiceless consonants in a prefix before voiceless and voiced consonants, respectively, in the following syllable, is sometimes called 'Dahl's Law.'

When the infinitive prefix has the form /kw-/.

The roots of most verbs begin with consonants:

-mesuur-	'launder'
-som-	'read'
-téek-	'cook'

The roots of a few verbs begin with vowels:

-andik-	'write'
-úbak-	'build'

When the infinitive prefix stands before a root (or a prefix, see synopsis p. xxii) that begins with a vowel, it has the form /kw-/, and the vowel that follows it is long:

kwaandika

kwúubaka

5. A note on the verb forms that contain the root /-zi/.

Compare these phrases:

Uzi gukór_a akazi nyabáki?

What kind of work do
you know [how] to
do?

Ndáazi kwaandikiish_a imáshiíni.

I know [how] to
type.

The root /-zi/, which occurs in the verbs of both these sentences, is exceptional in two ways: it is of a most unusual shape for a verb root, and it is defective.

Its shape is unusual because almost all other verb roots in the language end with consonants:

-som-

-andik-

-mesuur-

Furthermore, the final consonant of one of these roots is always followed by some vowel or other. In both these respects, /-zi/ is atypical.

This root is also unusual in that the vowel which immediately precedes it is always long, unless that vowel is the first sound in the word:

ndageze

I have arrived.

ndáazi

I know.

The root /-zi/ is 'defective.' This is a way of saying that many kinds of forms which are found with almost all other verbs are lacking for /-zi/. The infinitive itself is an example:

<u>Ndamesuura.</u>	I launder.
<u>kumesuura</u>	to launder

but:

<u>Ndáazi.</u>	I know.
(<u>kumenya</u>)	to know

6. A note on the grammatical dimension of 'linkage'.

Compare the main verbs of sentences 7 and 8:

<u>Uzi</u> gukor _a akazi nyabáki?	What kind of work do you know how to do?
<u>Ndáazi</u> kwaandikiish _a imáshiíni.	I know how to type.

In the first sentence, the subject prefix (/u-/) stands immediately before the stem (/zi/). In the second sentence, there is an extra prefix between the subject (/n/) and the stem. This extra prefix has the form /da/ after /n/, but its most unusual form is /ra/. (cf. Unit 1, Note 7, for the change of /r/ to /d/ after /n/.)

This prefix has no clearly definable dictionary meaning. Its function in the verb is grammatical; the difference between verb forms with and without it is totally alien to Indo-European languages, and even to many Bantu languages. Forms which contain this /ra/ prefix are called DISJUNCT; the forms which are like disjunct forms except that they lack /ra/ are CONJUNCT. Thus, /uzi/ (Sentence 7, above) is 'conjunct', while /ndáazi/ (Sentence 8) is 'disjunct.' 'Conjunct' and 'disjunct' are the two categories in the dimension of LINKAGE.

The distinction between 'conjunct' and 'disjunct' verb forms is found for only five combinations of tense and mood in Kirundi. All of these are affirmative, and four are indicative.

The difference between conjunct and disjunct is difficult to describe completely. A few principles may however be set out:

(1) A conjunct form is never final in its phrase, and is not followed by a pause.

(2) A disjunct form is not followed by an interrogative word or enclitic.

(3) The combination of conjunct verb plus an object (or other complement) is likely to express a natural or routine relationship, while the semantic relationship between a disjunct verb and its object (or other complement) is likely to be more casual.

Examples of conjunct verbs are found in Unit 1, Sentences 5 and 6, and in Unit 2, Sentences 5, 6, 7, 11 (/nshobora/).

Examples of disjunct verbs are found in Unit 2, Sentences 1, 8 and 10.

Exercises

Exercise 1. Use Columns 1 and 2 as a substitution drill (p.23) for learning the new words. Use Columns 2 and 3 as a transformation drill (p.26) for practice in switching between 1 sg. and 2 sg. subject prefixes, and between declarative and yes-no intonations.

	[˘ - - -]	[- ˘ - -]
-andikiisha (-andikiishije)	Ndáazi kwaandikiish _a	Uráazi kwaandikiish _a
'to cause to write'		
	[- ˘ -]	[- ˘ -]
	imáshiíni.	imáshiíni?

-mesuura (-mesuuye) 'to launder'	[ˈ m e s u u r a] Ndáazi kumesuura.	[ˈ u r á a z i k u m e s u u r a ?] Uráazi kumesuura?
-andika (-anditse) 'to write'	[ˈ a n d i k a] Ndáazi kwaandika.	[ˈ u r á a z i k w a a n d i k a ?] Uráazi kwaandika?
-soma (-somye) 'to read'	[ˈ s o m a] Ndáazi gusoma.	[ˈ u r á a z i g u s o m a ?] Uráazi gusoma?
-rima (-rimye) 'to cultivate'	[ˈ r i m a] Ndáazi kurima.	[ˈ u r á a z i k u r i m a ?] Uráazi kurima?
-rimiisha (-rimiishije) 'to cause to cultivate'	[ˈ r i m i i s h a] Ndáazi kurimiish _a	[ˈ u r á a z i k u r i m i i s h a] Uráazi kurimiish _a
isúka (9,6) 'hoe'	[ˈ i s ú k a] isúka.	[ˈ i s ú k a ?] isúka?
	'I know how to cultivate with a hoe.' ('...cause a hoe to cultivate')	
-geendesha (-geendesheje) 'to cause to go'	[ˈ g e e n d e s h a] Ndáazi kugeendeesh _a	[ˈ u r á a z i k u g e e n d e e s h a] Uráazi kugeendeesh _a
umudúga (3,4) 'automobile'	[ˈ u m u d ú g a] umudúga.	[ˈ u m u d ú g a ?] umudúga?
-gorora (-goroye) 'to iron'	[ˈ g o r o r a] Ndáazi kugoror _a	[ˈ u r á a z i k u g o r o r a] Uráazi kugoror _a
impuúzu (9,10) 'cloth, clothes'	[ˈ i m p u ú z u] impuúzu.	[ˈ i m p u ú z u ?] impuúzu?
-úbaka (-úbatse) 'to build'	[ˈ ú b a k a] Ndáazi kwúubaka.	[ˈ u r á a z i k w ú u b a k a ?] Uráazi kwúubaka?

-téeeka (-téetse)
 'to cook'

[~ - ~ -]
 Ndáazi gutéeeka.

[~ - ~ -]
 Uráazi gutéeeka?

Exercice 2. On peut faire cet exercice de plusieurs façons:

- Pour étudier des mots nouveaux, utiliser la colonne 2 de la première ligne de chaque section de l'exercice.
- Pour étudier plus spécialement le contraste entre les préfixes sujets de la première et de la deuxième personne du singulier, utiliser les colonnes 2 et 3, lignes 1 et 4 de chaque section de l'exercice.
- Pour étudier plus spécialement le contraste entre les préfixes sujets de la première et de la deuxième personne du pluriel, utiliser les colonnes 2 et 3, lignes 2 et 3 de chaque section.
- Pour étudier les préfixes sujets utiliser les colonnes 1 et 2 de l'exercice entier.
- Pour étudier l'accord des préfixes compléments avec les mots contenus dans les phrases précédentes, utiliser l'exercice

Exercise 2. This exercise may be used in a number of different ways:

- For learning the new words, use Column 2 of the first line of each lettered section of the exercise.
- For practicing the contrast between first and second person singular subject prefixes, use Columns 2 and 3 of Lines 1 and 4 of each lettered section of the exercise.
- For practicing the contrast between first and second person plural subject prefixes, use Column 2 and 3 of lines 2 and 3 of each section.
- For practicing subject prefixes, use Columns 1 and 2 of the entire exercise.
- For practicing the agreement of object prefixes with words in preceding sentences, use the entire exercise as printed.

entier tel qu'il est imprimé.

Section A. /umukáraáni/(1, 2) 'clerical worker'.

	'Do you need a clerk?'	'I need one.'
umukáraani	Urakeney _e umukáraáni?	Ndamukeneye.
	'Do you (pl.) need a clerk?'	'We need one.'
(mweebwé)	Murakeney _e umukáraáni?	Turamukeneye.
	'Do you (pl.) need clerks?'	'We need them.'
abakáraáni	Murakeney _e abakáraáni?	Turabakeneye.
(wewé)	Urakeney _e abakáraáni?	Ndabakeneye.

Section B. /umushófeéri/ (1, 2) 'driver'

umushófeéri	Urakeney _e umushófeéri?	Ndamukeneye.
(mweebwé)	Murakeney _e umushófeéri?	Turamukeneye.
abashófeéri	Murakeney _e abashófeéri?	Turabakeneye.
(wewé)	Urakeney _e abashófeéri?	Ndabakeneye.

Section C. /umushuumba/ (1, 2) 'servant'.

umushuumba	Urakeney _e umushuumba?	Ndamukeneye.
(mweebwé)	Murakeney _e umushuumba?	Turamukeneye.
abashuumba	Murakeney _e abashuumba?	Turabakeneye.
(wewé)	Urakeney _e abashuumba?	Ndabakeneye.

Section D. /umurezi wá abáana/ (1, 2) 'child's nurse'

umurezi wá abáana	Urakeney _e umurezi wá abáana?	Ndamukeneye.
(mweebé)	Murakeney _e umurezi wá abáana?	Turamukeneye.
abarezi wá abáana	Murakeney _e abarezi bá abáana?	Turabakeneye.
(wewé)	Urakeney _e abarezi bá abáana?	Ndabakeneye.

Section E. /umuvoomyi/ (1, 2) 'water carrier'

umuvoomyi	Urakeney _e umuvoomyi?	Ndamukeneye.
(mweebwé)	Murakeney _e umuvoomyi?	Turamukeneye.
abavoomyi	Murakeney _e abavoomyi?	Turabakeneye.
(wewé)	Urakeney _e abavoomyi?	Ndabakeneye.

Section F. /umutéetsi/ (1, 2) 'cook'

umutéetsi	Urakeney _e umutéetsi?	Ndamukeneye.
(mweebwé)	Murakeney _e umutéetsi?	Turamukeneye.
abatéetsi	Murakeney _e abatéetsi?	Turabakeneye.
(wewé)	Urakeney _e abatéetsi?	Ndabakeneye.

Section G. /umubooyi/ or: /umuboóyi/ (1, 2) 'houseboy'

umubooyi	Urakeney _e umubooyi?	Ndamukeneye.
(mweebwé)	Murakeney _e umubooyi?	Turamukeneye.
ababooyi	Murakeney _e ababooyi?	Turabakeneye.
(wewé)	Urakeney _e ababooyi?	Ndabakeneye.

Exercise 3. Days of the week.

uwaambere 'Monday' (first)	'Will you return on Monday?'	'I will return on Tuesday.'
	Uzoogaruka ku waambere?	Nzoogaruka ku wakábiri.
uwakábiri 'Tuesday' (second)	'Will you return on Tuesday?'	'I will return on Wednesday.'
	Uzoogaruka ku wakábiri?	Nzoogaruka ku wagátatu.
uwagátatu 'Wednesday' (third)	'Will you return on Wednesday?'	'I will return on Thursday.'
	Uzoogaruka ku wagátatu?	Nzoogaruka ku wakáne.
uwakáne 'Thursday' (fourth)	'Will you return on Thursday?'	'I will return on Friday.'
	Uzoogaruka ku wakáne?	Nzoogaruka ku wagátaanu.
uwagátaanu 'Friday' (fifth)	'Will you return on Friday?'	'I will return on Saturday.'
	Uzoogaruka ku wagátaanu?	Nzoogaruka ku wagátaandátu.
uwagátaandátu 'Saturday' (sixth)	'Will you return on Saturday?'	'I will return on Sunday.'
	Uzoogaruka ku wagátaandátu?	Nzoogaruka ku wamuúngu.
uwamuúngu 'Sunday' ('God's')	'Will you return on Sunday?'	'I will return on Monday.'
	Uzoogaruka ku wamuúngu?	Nzoogaruka ku waambere.

N.B. The syllable /ku/ represents the general locative; the syllable /wa-/ is a possessive prefix in the same class as the word for 'day': the prefix /ka-/ or /ga-/ is used in ordinal numerals; the remaining elements in the above words are the morphemes for '2-6', for 'God', and for 'first' (mbere).

Comment utiliser les exercices de conversation.

Les exercices de conversation qui suivent les exercices systématiques ont pour but d'offrir une pratique guidée de conversation, sous forme de courts dialogues basés sur le vocabulaire et les points de grammaire déjà étudiés.

La première colonne consiste en un résumé d'un rôle du dialogue. La colonne du milieu contient les expressions kirundi qui correspondent à ce même rôle du dialogue. La troisième colonne contient l'autre rôle de la même conversation.

1. L'élève couvre la page de son livre à l'exception de la première colonne. L'instructeur laisse les trois colonnes de son livre à découvert. L'élève donne une expression kirundi qui exprime en style direct les instructions données en style indirect en anglais dans la première colonne. L'instructeur

A procedure for use with practice conversations.

The practice conversations which follow the systematic drills are intended to provide opportunities for guided practice in short connected dialogues. These materials contain no new words or grammatical features.

The first column consists of an English summary of one side of the dialogue. The middle column contains the Kirundi expressions that are needed for that side of the dialogue. The third column contains the other side of the same conversation.

1. The student covers all of the page in his book except the first column. The tutor leaves all three columns in his book uncovered. The student gives a Kirundi expression which carries out the first English instruction in Column 1. When he has done so, the tutor replies with the next line from the other

répond alors avec la ligne suivante de la troisième colonne de la conversation. L'étudiant écoute et comprend la phrase et répond suivant les directives données en anglais. Ils continuent ainsi jusqu'à la fin du dialogue.

2. Recommencer en procédant de la même façon jusqu'à ce que l'élève puisse prendre le premier rôle du dialogue sans hésitations et sans fautes.

3. L'instructeur doit ensuite prendre le premier rôle et l'élève doit prendre le rôle tenu auparavant par l'instructeur.

4. Les deux rôles sont tenus par des élèves.

Practice Conversation 1.

You ask another person what kind of work he does. You ask whether he knows how to type.

Ukor_a akazi nyabáki?
Uráazi kwaandikiish_a
imáshiíni?

Nd_i umukáraáni.

Eegó, ndabíizi.

Practice Conversation 2.

You ask the same person whether he works in a bank. You ask about his tribal or regional origin.

Ukora muu baánki?

Ur_i Umubo?

Oya. Nkora murí
'consulat americain'.

Oya. Nd_i Umumõso.

UNIT 3

Dialogue 1.

	-bóna (-boonye)	to see
	aha	here (‘this,’ locative class 16) cf. Unit 1, Stc. 7.
	i	a locative prefix
	‘hari	there is, there are
	umuuntu (1, 2)	person
	~ké	few
1A	[<u> </u> <u> </u> <u> </u> <u> </u>] Mbon _a ah _a i Bujumbura	I see that here in Bujumbura there are few people.
	[<u> </u> <u> </u> <u> </u>] ‘har _i abaantu baké.	
	‘nooné	now, then (expletive)
	~ndi	other
	--he	where? (enclitic)
2A	[<u> </u> <u> </u> <u> </u> <u> </u>] Noon _e abaandi Baruúndi	Now where do the other Rundi people work?
	[<u> </u> <u> </u>] bakorǎhe?	
	~iínshi	many, much
	-kórera (-kóreye)	to work for, at, etc.
	urugó (11), ingó (10)	farm
	~áabo	their
	‘nabó	and they (Cl. 2)

-ga-

'subsecutive' prefix, used when one verb follows another.

3B [- - - - -]
Abeénshí bakorer_a ingó

Many work on their farms; and others work in other towns.

[- - - - -]
záabo, abaáandi 'nabó

[- - - - -]
bagakora mu biíndi

[- - - - -]
bisagára.

ikí

what?

4A [- - - - -]
Muu ngw' iwáabo bakor_a ikí?

What do they do on their farms?

-baaza (-baaje)

to work wood, to carve

-cúra (-cúze)

to work metal

na'

and

nka'

like, as

5B [- - - - -]
Bararima, abaáandi

They farm, [and] some work in wood or metal, and so forth ('and other [things] like those.')

[- - - - -]
bakabaaza, bagacúra,

[- - - - -]
n_a' ibiíndi nk_a iívyo.

Dialogue 2.

- | | | |
|----|--------------------------------------------------------------|----------------------------------------|
| | ~aawe | your (sg.) |
| 6C | [_ _ ˊ ˋ _ _ ˋ ˋ _]
Umukáraáni waaw _e aráazi | Does your clerk know [how]
to type? |
| | [_ _ _ _ ˋ ˋ ˋ _]
kwaandikiish _a imashiini? | |
| 7D | [_ _ ˋ ˋ ˋ ˋ _]
Eeg _o arabiizi néezá. | Yes, he knows (it) well. |
| | -turuka (-turutse) | to come from |
| 8C | [_ _ _ ˋ _]
Aturukáhe? | Where does he come from? |
| 9D | [_ _ _ _ ˋ _]
Aturuk _a i Ngóózi. | He comes from Ngozi. |

1. A note on the alternation of nasal consonants.

Compare Sentence 1, Unit 3 with Sentence 6, Unit 2, and Sentences 5 and 6, Unit 1:

mbona...	'I see...'
ndoondera...	'I am looking for...'
nkora...	'I work...'

The sound spelled /m/ in the first of these words is produced by bringing the lips together. The same is true of the consonant, (/b/) which follows it.

The sound /n/ at the beginning of /ndoondera/ is pronounced with the tip of the tongue in contact with the upper teeth or gum ridge. The same is true of the consonant sound (/d/) which

follows it.

The nasal phoneme which begins the word /nkora/ is also spelled /n/, but it is different from the /n/ that begins /ndoondera/. It is pronounced, in the word /nkora/, with the back of the tongue against the soft palate. The same is true of the consonant (/k/), which follows it. This third nasal sound is the same one that is spelled /ny/ when it occurs before vowels. When it does stand before a vowel, it is pronounced with the middle of the tongue against the hard palate. It is thus similar to Spanish ñ and French gn.

This same alternation of /m/ before /b, p, f/, /n/ before /t, d, s, z/ and /ny/ before /c, j, sh, k, g/ will be found elsewhere in the language. Consonant sequences like */mt, nb, mk/ do not occur in Kirundi.

2. A note on substantive phrases.

The following substantive phrases have occurred in the units and sentences indicated by the numbers in parentheses:

izína ryaanje	my name	(1. 3)
Umunyaameeriká	American [person]	(1. 4)
ibaánki ya Rwaanda Uruúndi	bank of Ruanda- Urundi	(1. 5)
gitúma	reason	(1. 8)
akazi	work	(2. 6)
abaantu baké	few people	(3. 1)
abaáandi Baruúndi	other Barundi [people]	(3. 2)
abeénsi	many [people]	(3. 3)

ingó záabo	their farms	(3. 3)
abaándi	others [people]	(3. 3)
ibiíndi	others [things]	(3. 5)
umukáraáni waawe	your clerical employee	(3. 6)

Two important generalizations may be drawn from these data:

(1) The first word begins with a vowel except in the example (/gitúma/) from Unit 1, Sentence 8.

(2) In those substantive expressions which contain two or more words, the second word does not begin with a vowel.

Thus, the word for 'Barundi people' may be either /Abaruúndi/ or /Baruúndi/. It has one of these forms in some positions in the sentence, and the other in other positions. It has the form /Baruúndi/ if it is not the first word in the substantive expression. It may also have this form, even as first word in the substantive expression, if the whole phrase occurs in certain grammatical positions. An example is /gitúma/ (Unit 1, Sentence 8) where the initial vowel is absent even though no other substantive seems to precede the word.

In the word /Abaruúndi/, the syllable /ba/ will be called the NOUN PREFIX, and the /a/ which precedes it will be called the AUGMENT. Thus, it is possible to say that in a substantive phrase in Kirundi, the 'augment' is usually found with the first word only. [For practice on this point, see Exercise 1.] [At this point, the student should refer to the definition of 'concord' and 'class', on p. xxi of the synopsis of Kirundi structure.]

Substantives may be divided and subdivided according to a series of criteria.

The first criterion for classification of substantives has to do with the freedom with which their stems combine with class prefixes.

Cl. 1	mwiizá	'good'	umuuntu	'person'
2	beezá	'good'	abaantu	'people'
3	mwiizá	'good'		
4	myiizá	'good'		
5	ryiizá	'good'		
6	meezá	'good'		
7	ciizá	'good'	ikiintu	'thing' igitúma 'reason'
8	vyiizá	'good'	ibiintu	'things' ibitúma 'reasons'
9	nziizá	'good'		
10	nziizá	'good'		
	etc.			

A stem like /~izá/, which combines indifferently with prefixes of all classes, is an ADJECTIVE STEM. A substantive stem like /-ntu/ or like /-túma/, which is restricted in its combination with class prefixes, is a NOUN STEM.

Noun stems may be divided into two categories according to whether they take an initial vowel (/abaantu/, /ingó/, /isǒko/) or never have an initial vowel (/Yohaáni/).

Adjectives may be subclassified according to (1) whether they usually precede, or follow the noun that they modify, and (2) whether the prefixes for Classes 1, 3, 4, and 6 contain an /m/.

Adjectives encountered so far which usually follow the noun are:

	Genitival	Possessive Pronouns	Strong adjectives (/m/ in Cl. 1, 3, 4, 6)	
	/-a/	e.g. /~aabo/ !their!	~ké 'few'	~izá 'good'
Cl. 1 /-(m)u-/	wa´	wáabo		mwiizá
2 /ba-/	ba´	báabo	baké	beezá
3 /-(m)u-/	wa´	wáabo	muké (rare)	mwiizá
4 /-(m)i-/	ya´	yáabo	miké	myiizá
5 /ri-/	rya´	ryáabo	riké (rare)	ryiizá
6 /-(m)a-/	ya´	yáabo	maké	meezá
7 /ki-/	ca´	cáabo	giké (rare)	ciizá
8 /bi-/	vya´	vyáabo	biké	vyiizá
9 /i-/	ya´	yáabo	nké (rare)	nziizá
10 /zi-/	za´	záabo	nké	nziizá
11 /ru-/	rwa´	rwáabo	ruké (rare)	rwiizá
12 /ka-/	ka´	káabo	gaké (rare)	keezá
13 /tu-/	twa´	twáabo	duké	twiizá
14 /bu-/	bwa´	bwáabo	buké	bwiizá
15 /ku-/	kwa´	kwáabo	guké (rare)	kwiizá
16 /ha-/	ha´	háabo	haké	heezá

[For practice with the concordial prefixes used with these adjectives, see Exercises 1, 2, 3, 4.]

Adjectives which precede the noun are:

	'other'	'this, these'	'that, those'
Cl. 1	uwuúndi	uwu /uyu	uwɔ/uyo
2	abaáandi	aba	abo
3	uwuúndi	uwu	uwo
4	iyiíndi	iyi	iyó
5	iriíndi	iri	iro
6	ayaáandi	aya	ayo
7	ikiíndi	iki	ico
8	ibiíndi	ibi	ivyo
9	iyiíndi	iyi	iyó
10	iziíndi	izi	izo
11	uruúndi	uru	urwo
12	akaáandi	aka	ako
13	utuúndi	utu	utwo
14	ubuúndi	ubu	ubwo
15	ukuúndi	uku	uko
16	ahaáandi	aha	aho

[For practice with the concordial prefixes used with these adjectives, see Exercise 5.]

3. A note on the alternate forms of concordial prefixes with various adjective stems.

Compare the Class 2 forms of these three adjectives:

baké	few
beénshi	many
beezá	good

The most usual form of the Class 2 prefix is /ba-/, which is the form that occurs with the adjective /~ké/ and with all adjectives whose stems begin with a consonant.

The most typical form of the stems for 'many' and 'good' are respectively /~iínshi/ and /~iizá/.

On the basis of these 'most typical' forms of prefix and stems, one might expect the Class 2 forms to be */baiínshi/ or */baínshi/ and */baizá/, instead of the forms that are actually used. In general, whenever on the basis of comparison with other words one might expect a Kirundi word to have the vowel sequence */-ai-/, what actually occurs is /-ee-/. The same principle is exemplified in the forms for Class 6:

maké	(/ma-/ plus /-ké/)
meénshi	(/ma-/ plus /-iínshi/)
meezá	(/ma-/ plus /-izá/)

The preceding part of this note applies to the expected vowel sequence */-ai-/. The remainder applies to the expected sequence of /-i-/ followed by a vowel.

Compare the Class 4 forms of the same three adjectives:

miké
myiínshi
myiizá

The typical form of the Class 4 prefix is /mi-/, which is the form that occurs before consonants. Before /~iínshi/ and other stems that begin with vowels, the prefix has the form /my-/. From the point of view of phonetics, /y/ is the non-syllabic counterpart of /i/.

In the same way, the Class 1 or Class 3 form /mwiizá/ contains /w/, which is the non-syllabic counterpart of /u/. The basic form of the Class 1 or Class 3 prefix is of course /mu-/.

In general, then, the expected sequence of /i/ or /u/ plus another vowel is actually pronounced as /y/ or /w/ plus that same vowel. In such cases, the vowel itself is almost always long:

/umu-/ Cl. 1 plus /-ána/ 'child' is /umwáana/.

With the prefixes for Classes 7 and 8, the substitution of /y/ for /i/ would result in sequences which do not occur in Kirundi:

/ki-/ Cl. 7 plus /~izá/ would give */ky-/.

/bi-/ Cl. 8 plus /~izá/ would give */by-/.

In place of an expected */ky-/, Kirundi uses /c-/:

ciizá 'good' (Cl. 7)

In place of */by-/, it uses /vy-/:

vyiizá (Cl. 8)

[For practice in these prefix alternations, use as cue and response any two parts of Exercise 3 or of Exercise 4.]

4. A note on the locative enclitic /-ŷhe/.

Compare the tones of /-turuka/ in:

aturuk _a i Rwaanda	he comes from Ruanda
aturuk _ā he	where does he come from?

The particle /-ŷhe/ never occurs as a separate word, yet it is not an integral part of the verb form to which it is attached. Such a particle is an ENCLITIC. When an enclitic is cited by itself, it will be written after double hyphens, as in the above example.

Tonally, this particular enclitic is generally preceded by an 'unanticipated' (see Unit 1, Note 1) high tone.

5. A preliminary note on the subsecutive prefix.

Compare Sentences 3, 4, and 5:

...bakor _a ikí?	what do they do?
...abaáandi nabó bagakora	and others work in other towns
mubiíindi bisagara	
Bararima, abaandi	they farm, others do woodwork...
bakabaaza...	

The prefix /-ka-/ in the last of these verbs is called the SUBSECUTIVE prefix. The subsecutive is used in a verb form which is in a series relationship with a previous verb. The prefix has the alternate form /-ga-/ before stems that begin with an unvoiced consonant (cf. Unit 2, Note 4).

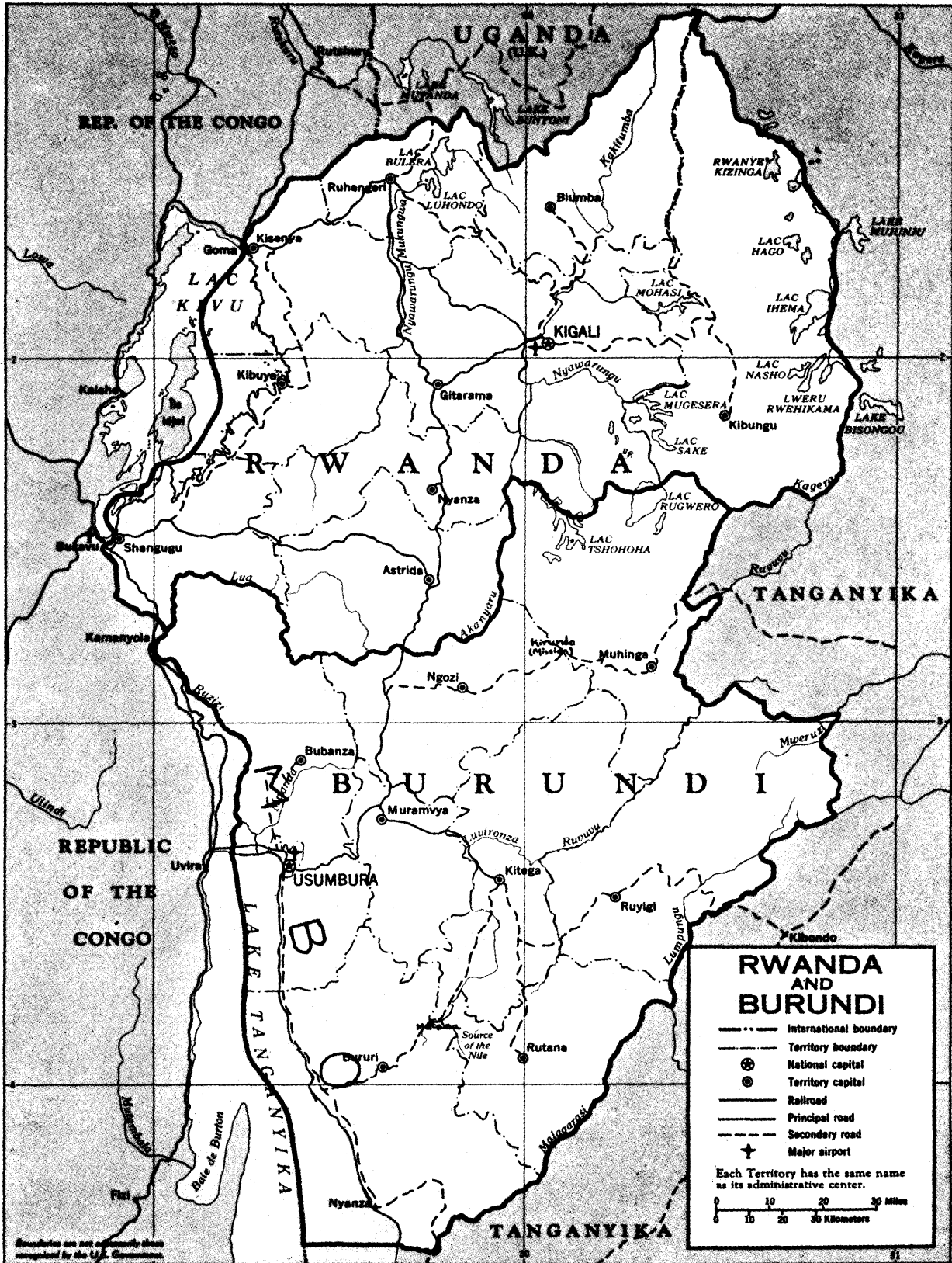
[The contrast between subsecutive and non-subsecutive forms will not be made the subject of drill at this time.]

Vocabulary : Place names.

Aturuka	i Gitéga.	[_ / \ _]	'He comes from Kitega '
Aturuka	i Muraamvya.	[_ _ _ _]	
Aturuka	i Muyíinga.	[_ - \ _]	
Aturuka	i Burúri.	[_ / \ _]	
Aturuka	i Kiruundo.	[_ _ _ _]	
Aturuka	i Bubaanza.	[_ _ _ _]	
Aturuka	i Mbó.	[_ / _]	
Aturuka	i Matána.	[_ / \ _]	
Aturuka	i Kigáli.	[_ / \ _]	
Aturuka	i Sháangugu.	[_ \ _ _]	
Aturuka	i Vyuumba.	[_ _ _ _]	
Aturuka	i Bukávu.	[_ / \ _]	
Aturuka	i Kóongo.	[_ \ _ _]	
Aturuka	i Buruúndi.	[_ _ _ _]	
Aturuka	i Rwaanda.	[_ _ _ _]	
Aturuka	i Bugáandé.	[_ / \ _]	
Aturuka	Astrida.	[_ _ _ _]	

For the meanings of these terms, see the map on p. 64

N.B. The word Astrida does not take the locative i. It is also the only place name of European origin in this list.



Exercise 1. Like many of the exercises in this book, this is a composite of two simpler exercises. The two simpler exercises should be mastered before the student attempts to combine them.

A. Possessive concords with the stem/~áabo/ 'their'.

Use Columns 1 and 2 only.

B. Possessive concords with the stem /~ndi/ 'other'.

Use Columns 1 and 3 only.

C. Using the same noun both with and without the augment

(initial) vowel. Use Column 2 and Column 3, or

Columns 1, 2, and 3.

'I need their car.'

'I need another car.'

umudúga	Ndakeney _e umudúga wáabo.	Ndakeney _e uwuúndi mudúga.
imidúga	Ndakeney _e imidúga yáabo.	Ndakeney _e iyiíndi midúga.
ikiintu	Ndakeney _e ikiintu cáabo.	Ndakeney _e ikiíndi kiintu.
ibiintu	Ndakeney _e ibiintu vyáabo.	Ndakeney _e ibiíndi biintu.
isúka	Ndakeney _e isúka yáabo.	Ndakeney _e iyiíndi súka.
amasúka	Ndakeney _e amasúka yáabo.	Ndakeney _e ayaándi masúka.
impuúzu	Ndakeney _e impuúzu yáabo.	Ndakeney _e iyiíndi mpuúzu.
impuúzu(pl.)	Ndakeney _e impuúzu yáabo.	Ndakeney _e iziíndi mpuúzu.
akazi	Ndakeney _e akazi káabo.	Ndakeney _e akaándi kazi.
umushuumba	Ndakeney _e umushuumba. wáabo.	Ndakeney _e uwuúndi mu- shuumba.
abashuumba	Ndakeney _e abashuumba báabo.	Ndakeney _e abaándi bashuumba.

Exercise 2, 3 and 4. These exercises violate the principle that all responses in an exercise should be complete sentences. The concordial relationships which are the subject of these exercises are however of such great importance in the structure of the language, that it has been thought important to throw them into the sharpest focus and to drill them as early as possible. In each section, use the nouns themselves as cues, and the entire substantive phrases as responses.

Exercise 2. 'Weak' adjectives. (Adjectives without /m/ in the prefixes for Classes 1, 3, 4, 6.)

a. /~aanje/ 'my'

Singular

Plural

- | | |
|----------------------------|--------------------------|
| 1. umushuumba waanje | 2. abashuumba baanje |
| 3. umudúga waanje | 4. imidúga yaanje |
| 5. ikiínga ryaanje | 6. amasúka yaanje |
| 7. ikiintu caanje | 8. ibiintu vyaanje |
| 9. impuúzu yaanje | 10. impuúzu zaanje |
| 11. urubáangaangwé rwaanje | |
| 12. akazi kaanje | 13. utuzi twaanje (rare) |

b. /~aawe/ 'your (sg.)'

Singular

Plural

- | | |
|---------------------|---------------------|
| 1. umushuumba waawe | 2. abashuumba baawe |
| 3. umudúga waawe | 4. imidúga yaawe |
| 5. ikiínga ryaawe | 6. amasúka yaawe |
| 7. ikiintu caawe | 8. ibiintu vyaawe |

9. impuúzu yaawe

10. impuúzu zaawe

11. urubángaangwé rwaawe

12. akazi kaawe

11. utuzi twaawe (rare)

c. /~áabo/ 'their (personal)'

umushuumba	wáabo	their servant
umutéetsi	wáabo	their cook
umushófeéri	wáabo	their driver
abashófeéri	báabo	their drivers
abatéetsi	báabo	their cooks
abashuumba	báabo	their servants
umudúga	wáabo	their car
imidúga	yáabo	their cars
isúka	yáabo	their hoe
izína	ryáabo	their name
amazína	yáabo	their names
amasúka	yáabo	their hoes
amapikipiki	yáabo	their motorbikes
ikiintu	cáabo	their thing
ibiintu	vyáabo	their things
ibitabo	vyáabo	their books
igitabo	cáabo	their book
igituúngwa	cáabo	their domestic animal

ibituúngwa	vyáabo	their domestic animals
ivyaáambarwa	vyáabo	their cloths
icaáambarwa	caáabo	their piece of cloth, clothing
impuúzu	yáabo	their piece of cloth, clothing
ipikipiki	yáabo	their motorbike
imáshiíni	yáabo	their machine
urugó	rwáabo	their farm
ingó	záabo	their farms
impuúzu	záabo	their articles of clothing
urubáangaangwé	rwáabo	their bicycle
urugaánda	rwáabo	their workshop, factory
akazi	káabo	their work
utuzi	twáabo	[plural of above]

Exercise 3. 'Strong' adjectives. (Adjectives which have /m/ in the prefixes for Classes 1, 3, 4, 6.)

a. /~ké/ 'few'

abashuumba baké	few servants
imidúga miké	few cars
amasúka maké	few hoes
ibiintu biké	few things
impuúzu nké	few cloth(e)s
utuzi duké	few jobs

b. /~ínshi/ 'much, many'

abashuumba beénshi	many servants
imidúga myiínshi	many cars
amasúka meénshi	many hoes
ibiintu vyiiínshi	many things
impuúzu nyiiínshi	many clothes
akazi keénshi	much work
utuzi twiiínshi	many jobs

c. /~izá/ 'good'

umushuumba mwiizá	abashuumba beezá
umudúga mwiizá	imidúga myiizá
isúka nziizá	amasúka meezá
ikiintu ciizá	ibiintu vyiiizá
impuúzu nziizá	impuúzu nziizá
urubáangaangwé rwiizá	
akazi keezá	
utuzi twiizá	

Exercise 4. 'Strong' and 'weak' adjectives.

Each line in this exercise may be used in four ways:

Example: umudúga waawe mwiizá 'your good car'

1. Teacher: Umudúga.

Student A: Umudúga waawe.

Student B: Umudúga waawe mwiizá.

2. Teacher: Umudúga.

Student A: Umudúga mwiizá.

Student B: Umudúga waawe mwiizá.

3. Teacher: Umudúga.

Student A: Umudúga waawe mwiizá.

4. Teacher: Your good car.

Student A: Umudúga waawe mwiizá.

[The tape recordings illustrate only the first of these ways.]

a. 'your good _____'.

umudúga waawe mwiizá

your good car

imidúga yaawe myiizá

your good cars

umushuumba waawe mwiizá

your good servant

abashuumba baawe beeza

your good servants

isúka yaawe nziizá

your good hoe

amasúka yaawe meezá	your good hoes
ikiintu caawe ciizá	your good thing
ibiintu vyaawe vyilizá	your good things
impuúzu yaawe nziizá	your good cloth
impuúzu zaawe nziizá	your good clothes
akazi kaawe keezá	your good job

b. 'my few _____'.

imidúga yaanje miké	my few cars
abashuumba baanje baké	my few servants
ibiintu vyaanje biké	my few things
amasúka yaanje maké	my few hoes
impuúzu zaanje nké	my few clothes
ibitabo vyaanje biké	my few books
amapikipiki yaanje maké	my few motorbikes
utuzi twaanje duké	my few bits of work

c. 'their many _____'.

imidúga yáabo myiínshi	their many cars
abashuumba báabo beénshi	their many servants
abakáraáni báabo beénshi	their many clerks
amasúka yáabo meénshi	their many hoes
amapikipiki yáabo meénshi	their many motorbikes

ibiintu vyáabo vyíínshi	their many things
impuúzu záabo nyíínshi	their many clothes

Exercise 5. Preposed modifiers of nouns. In using this exercise, the teacher may give an entire phrase from either the first or the second column. The student responds with the corresponding phrase from the other column.

uyu mushuumba	uwuúndi mushuumba
aba bashuumba	abaáandi bashuumba
uwu mudúga	uwuúndi mudúga
iyi midúga	iyííndi midúga
iri kíínga	iriíndi kíínga
aya masúka	ayaáandi masúka
iki kiintu	ikiíndi kiintu
ibi biintu	ibiíndi biintu
iyi mpuúzu	iyííndi mpuúzu
izi mpuúzu	iziíndi mpuúzu
uru rubáangaangwé	uruúndi rubáangwé
aka kazi	akaáandi kazi

Exercise 6. Use of the augment vowel with adjectives which are used as nouns. [Proceed as in Exercise 5.]

	'many servants'	'many'
a.	abashuumba beénshi	abeénshi
	imidúga myíínshi	imyíínshi
	amasúka meénshi	ameénshi

	ibiintu vyíínshi	ivyíínshi
	ibitabo vyíínshi	ivyíínshi
	impuúzu nyíínshi	inyíínshi
	akazi keénshi	akeénshi
b.	abashuumba beénshi	abeénshi
	abashuumba baké	abaké
	abashuumba beezá	abéezá
	umushuumba mwiizá	umwíizá
	umudúga mwiizá	umwíizá
	imidúga myiizá	imyíizá
	imidúga myíínshi	imyíínshi
c.	amasúka meénshi	ameénshi
	amasúka maké	amaké
	amasúka meezá	améezá
	isúka nziizá	inzíizá
	ikiintu ciizá	iciizá
	ibiintu vyiiizá	ivyíiizá
	ibiintu biké	ibiké

NB The special tonal pattern in Column 2 for those adjectives which in Column 1 have the length-pitch pattern - $\grave{V}\acute{V}\acute{C}\acute{V}$. An example is /abashuumba beezá/, but /abeezá/.

Exercise 7. The effect of declarative intonation on a final high tone. Use a form from one column as the cue, and the corresponding form from the other as the response. (The teacher should be especially strict about the tones in this exercise.)

a. final vs. non-final

Abaantu baké.	Abaantu baké caane.
beezá.	beezá caane.
beénshi.	beénshi caane.
Ibitabo biké.	Ibitabo biké caane.
vyilizá.	vyilizá caane.
vyiínshi.	vyiínshi caane.

b. declarative vs. interrogative

Ibiintu biké.	Ibiintu biké?
Ibisagára biké.	Ibisagára biké?
Ibiintu vyilizá.	Ibiintu vyilizá?
Ibisagára vyilizá.	Ibisagára vyilizá?
Ibiintu vyiínshi.	Ibiintu vyiínshi?
Ibisagára vyiínshi.	Ibisagára vyiínshi?

Practice conversation.

1. Ask a person what his work is, where he works, and whether he knows how to perform some activity that is associated with that kind of work.

2. Interview persons seeking a job as clerical workers, domestic servants, and cooks.

UNIT 4

Dialogue 1.

-kúunda (-kúunze)	to want, like
-duuga (-duuze)	to climb, go up
umusózi (3, 4)	mountain

1A [- - ˘ - - -]
Urakúunda kuduuga_a Do you like to climb mountains?

[- - ˘ -]
imisózi?

-úumva (-úumviise)	to understand, hear
icó (Cl. 7)	that (pronoun)
-vúga (-vúze)	to speak, say

2B [- - - ˘ - - -]
Sinuumvíis_e icó_o uvuzé. I don't understand ('I haven't understood ') what you just said.

nti-	(negative prefix)
-subira (-subiye)	to repeat
-oo-	(conditional prefix)
-mwo	(locative enclitic)

3B [- - - - ˘ -]
Ntiwoosubirámwo? Please repeat. ('Wouldn't you repeat?')

m-	(object prefix, 1 sg.)
-babarira (-babariye)	to forgive
-ibagira (-ibagiye)	to forget

- 4B [_ _ _ _ _]
Mbabarira, niibagiye Excuse me. I've forgotten the
word kuduuga.
- [_ _ \ _ _]
'kuduuga.'
- 5B [_ _ _ _ _]
'Kuduuga' bivug_a iki? What does kuduuga mean?
- ja (-giiye) to go
- amahéra toward
- heejuru above
- 6A [_ _ \ _ _]
'Kuj_a amahéra heejuru.' 'To go upward.'
- tégeera (-tégereye) to understand
- 7A [_ _ \ _ _]
Uratégeereye? Do you understand? ('Have you
understood?')
- 8B [_ _ \ _ _]
Oya 'sintegéereye. No, I don't (understand).
- 9B [_ _ \ _ _]
Ntiwoosubirāmwō? Please repeat.
- buhóro slowly, gently, softly
- 10B [_ _ \ _ _]
Vuga buhóro búhoro. Speak slowly.
- 11A [_ _ \ _ _]
'Kuduuga' bivuga kuj_a Kuduuga means to go upwards.
- [_ \ _ _]
amahéra heejuru.
- 'nooného now
- 12B [_ \ _ _]
Ndavyúumviise 'nooného. Now I understand (it)!

13B [- - \ - - -]
Urakóze caane!

Thank you very much! ('You have
done much!!')

1. A general note on the use of tone in the Kirundi verb.

Although it is true that most Sub-Saharan languages are tonal, the roles which tones play in the structures of these languages are subject to endless variation. The same is true of the degrees of complexity which characterize the tonal systems.

The student has already discovered that the production and differentiation of Kirundi tones is a matter requiring much care and practice. That is to say, Kirundi tones are fairly complicated on the phonological level. By this point in the course, however, the student should have begun to feel reasonably at ease in hearing and reproducing the more common sequences of tones.

But Kirundi tones also present the student with formidable difficulties on the grammatical level. In this language, unlike some others, one cannot simply learn one tonal pattern for each verb stem, one for each substantive stem, and one for each prefix and suffix. This is particularly true of verbs. The location of the prefix tone and the stem tone varies according to the tense, mood, linkage and other characteristics of verb forms. Not infrequently, tone is the only overt difference between two verb forms which differ in grammatical function. (cf. the examples in Unit 1, Note 1.)

In Units 1-3, little was said about the grammatical aspects of the use of tone in Kirundi. From this point on, however, such matters will occupy a conspicuous place in the notes and exercises of almost every unit. It is of crucial importance, therefore, that the student master the tonal alternations represented by the

contrasts between Columns 2 and 3 of Exercises 3 and 5. For this reason, the dialogue and vocabulary of Unit 4 have been held to a minimum.

2. A note on the non-tonal features of negative indicative forms.

Sentences 2, 3, and 8 contain negative indicative forms:

'sinuumvíise	I don't understand
'sintegéereye	I don't understand
'ntiwoosubirǎmwo?	wouldn't you repeat?

The /-oo-/ in the last of these forms is the marker for the conditional tense, and will not be discussed here. The negative prefix in the same word is /nti-/. This prefix precedes the subject prefix:

'ntibategéereye	they don't understand
'ntutegéereye	you (pl.) don't understand
'ntidutegéereye	we don't understand

With the singular personal prefixes, each of which consists of a single phoneme, /nti-/ combines as follows:

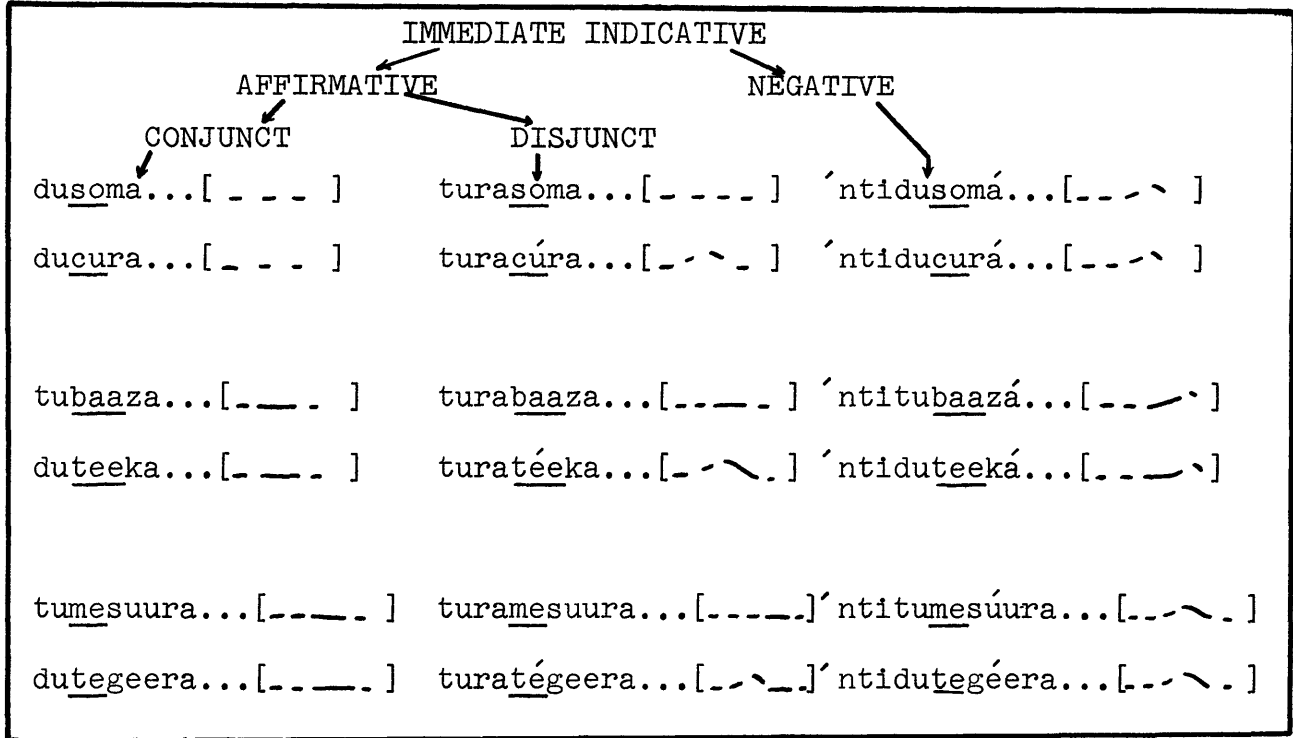
/nti/ plus /a/ (3 sg.)	'nta-	he doesn't understand
/nti/ plus /u/ (2 sg.)	'ntu-	you (sg.) don't understand
/nti/ plus /n/ (1 sg.)	'sin-	I don't understand

[For practice in these matters, see Exercises 2, 3, 6.]

3. A note on the tones of immediate indicative verbs, affirmative and negative.

The following table summarizes the tonal behavior of

immediate indicative verbs when they are without an object prefix.



The ROOT SYLLABLE of a verb form is whichever syllable contains the first part of the root of the verb. The root syllable may thus also contain a prefix: in the form twaandika, the root is -andik-, but the root syllable is twa. The root syllables in the table have been underlined.

If the term 'root syllable' is defined in this way, the tones of the verbs in the table may be reduced to a set of compact formulas:

CONJUNCT

All tones low.

DISJUNCT

Anticipated high tone on root syllable of some verbs.

NEGATIVE

Anticipated high tone on the syllable after root syllable of all verbs.

In many of their forms, all verbs which are alike in the number and length of their syllables are also alike in tone. This is true, for example, of the conjunct and the negative forms in this table. In others of their forms, verbs of a given syllable structure divide themselves into two groups with respect to their tonal behavior. The disjunct forms in the table are an example. From this point on, those verbs which act like -cúr- and -téek- will be called HIGH VERBS, and those which are like -som- and -baaz- will be called LOW VERBS. Almost all Kirundi verbs will fall into one of these two classes.

[For practice in tonal differentiation between high verbs and low verbs see Exercise 1, Column 2 of Exercise 3, Column 3 of Exercise 4, Column 2 of Exercise 5 and 6.]

4. A note on the tonal pattern of certain reduplications.

Compare the tones of the word /buhoro/ 'softly, slowly' when it occurs only once, and when it occurs in reduplication:

buhóro

buhóro búhoro

In this reduplicative construction, the first member has the basic tonal pattern of the word, whatever that may be. The second member has an anticipated high tone on the first syllable followed by low tones. [This construction will not be made the subject of drill.]

5. A note on the concord used when the antecedent is quoted material.

The subject of Sentences 5 and 11 is a quoted word:

Kuduuga bivug_a ikí?

What does kuduuga mean?

Kuduuga bivuga kuj_a amahéra
heejuru.

Kuduuga means to
climb.

The subject prefix is that of Class 8.

Compare the use of the concord of the same class in:

Urázi gusoma?	Do you know how to read?
Ndabíizi néezá.	I know (it) very well.
Ndavyúumviise.	I understand it.

[For practice in this use of Cl. 8, see Exercise 6.]

Exercise 1. High verbs vs. low verbs: indicative immediate
affirmative disjunct vs. conjunct.

	'Will John read much?'	'No, he will read little.'
	[- ǀ - - - - -]	[- - - - - ǀ -]
gusoma	Yohaáni arasoma caane?	Oya, asoma buhóro.
kurima	Yohaáni ararima caane?	Oya, arima buhóro.
kuvúga	Yohaáni aravúga caane?	Oya, avuga buhóro.
gukóra	Yohaáni arakóra caane?	Oya, akora buhóro.
kumesuura	Yohaáni aramesuura caane?	Oya, amesuura buhóro.
kugoroora	Yohaáni aragoroora caane?	Oya, agoroora buhóro.

Exercise 2. Negative tone patterns in indicative immediate.

a. 3 sg. vs. 3 pl.

	'He doesn't carve much.'	'They don't carve much.'
	[- - - -]	[- - - -]
kubaaza	'Ntabaazá caane.	'Ntibabaazá caane.
gutéeka	'Ntateeká caane.	'Ntibateeká caane.
gucúra	'Ntacurá caane.	'Ntibacurá caane.
gusoma	'Ntasomá caane.	'Ntibasomá caane.
kurima	'Ntarimá caane.	'Ntibarimá caane.
kumesuura	'Ntamesúura caane.	'Ntibamesúura caane.
kwaandika	'Ntiyaandíka caane.	'Ntibaandíka caane.

b. 2 pl. vs. 2 sg.

kubaaza	'Ntimubaazá caane?	'Ntubaazá caane?
gutéeka	'Ntimuteeká caane?	'Ntuteeká caane?
kumesuura	'Ntimumesúura caane?	'Ntumesúura caane?
kugoroora	'Ntimugoróora caane?	'Ntugoróora caane?
gusoma	'Ntimusomá caane?	'Ntusomá caane?
kwaandika	'Ntimwaandíka caane?	'Ntiwaandíka caane?

c. 1 pl. vs. 1 sg.

kubaaza	'Ntitubaazá caane.	'Simbaazá caane.
kurima	'Ntiturimá caane.	'Sindimá caane.

kumesuura	´Nt <u>i</u> tumesúura caane.	´Simesúura caane.
kugoroora	´Nt <u>i</u> tugoróora caane.	´Singoróora caane.
kutéeka	´Nt <u>i</u> duteeká caane.	´Sinteeeká caane.
gucúra	´Nt <u>i</u> ducurá caane.	´Sincurá caane.
kwaandika	´Nt <u>i</u> twaandíka caane.	´Sinaandíka caane.

Exercise 3. Affirmative disjunct vs. negative.

a. 2 pl. and 1 pl.

‘Do you (pl.) write much?’ ‘No, we write little.’

kwaandika	[- - - -] Muraandika caane?	[- - - -] Oya. ´Nt <u>i</u> twaandíka caane.
gucúra	´Muracúra caane?	Oya. ´Nt <u>i</u> ducurá caane.
gusoma	´Murasoma caane?	Oya. ´Nt <u>i</u> dosoma caane.
gutéeka	´Muratéeka caane?	Oya. ´Nt <u>i</u> duteeká caane.
kubaaza	´Murabaaza caane?	Oya. ´Nt <u>i</u> tubaazá caane.
kurima	´Murarima caane?	Oya. ´Nt <u>i</u> turimá caane.
kumesuura	´Muramesuura caane?	Oya. ´Nt <u>i</u> tumesúura caane.

b. 2 sg. and 1 sg.

‘Do you (sg.) write much?’ ‘No, I don't write much.’

kwaandika	[- - - -] Uraandika caane?	[- - - -] Oya. ´Sinaandíka caane.
gusoma	´Urasoma caane?	Oya. ´Sinsomá caane.
kurima	´Urarima caane?	Oya. ´Sindimá caane.

gucúra	Uracúra caane?	Oya. 'Sincurá caane.
kubaaza	Urabaaza caane?	Oya. 'Simbaazá caane.
gutéeka	Uratéeka caane?	Oya. 'Sinteeká caane.
kumesuura	Uramesuura caane?	Oya. 'Simesúura caane.

Exercise 4. Negative immediate vs. infinitive. [Note that in this exercise, high verbs are distinguished from low verbs in Column 3, but not in Column 2.]

	'I don't carve much.'	'I don't know how to carve.'
kubaaza	'Simbaazá caane.	'Siinzi kubaaza.
gutéeka	'Sinteeká caane.	'Siinzi gutéeka.
gusoma	'Sinsomá caane.	'Siinzi gusoma.
gucúra	'Sincurá caane.	'Siinzi gucúra.
kumesuura	'Simesúura caane.	'Siinzi kumesuura.
kwaandika	'Sinaandíka caane.	'Siinzi kwaandika.

Exercise 5. /-bi-/ as an object prefix when the antecedent is an infinitive phrase.

	'Do you like to climb mountains?'	'I don't like to.'
	Urakúunda kuduug _a imisózi?	'Sindabikúunda. or: 'Simbikúunda.
he	Arakúunda kuduug _a imisózi?	'Ntabikúunda.
you (pl.)	Murakúunda kuduug _a imisózi?	'Ntitubikúunda.

they	Barakúunda kuduug _a imisózi?	´Ntibabikúunda.
kumenya	Baráazi kuduug _a imisózi?	´Ntibabiízi.
you (pl.)	Muráazi kuduug _a imisózi?	´Ntitubiízi.
you (sg.)	Uráazi kuduug _a imisózi?	´Sindabiízi or: ´Simbiízi.
he	Aráazi kuduug _a imisózi?	´Ntabiízi.

Conversation practice 1.

The student should ask the teacher the meanings of the following words. (Each is a synonym or near synonym of some word which has already been learned.)

igisáta

guhiindukira

gushika

igikórwa

kubáasha

Conversation practice 2. (Student's book closed.)

The student should pick the unfamiliar word out of each sentence, and ask its meaning.

Nkora mu gakaabo.

Ibi ´n₁ ibitaro.

Uv₂he?

UNIT 5

Dialogue 1.

- | | | |
|----|--------------------------------------------------------------------|------------------------------------------------------------|
| | mbe | (a question word) |
| | -goorà (-gooye) | to give difficulty |
| | -íga (-íize) | to learn |
| 1A | [_ _ _ _ ~ _ _ _ _]
Mbe ikirúúndi kiragooye | Is Kirundi hard to learn? |
| | [~ _]
kwíiga? | |
| | caane | very, much |
| 2B | [_ _ _ _ ~ _ _ _]
Ntikigooyé caane. | It's not very hard. |
| | -shaaka (-shaatse) | to like, want |
| 3A | [_ _ _ _ ~ _]
Nashaaka kucíiga. | I want to learn it. |
| | -íza (-ígije) | to teach |
| 4B | [_ ~ _ _ _ _]
Usháatse nzookikwiiza. | If you like, I will teach it to you. |
| 5A | [_ _ ~ _ _]
Urakóze caane! | Thanks very much! |
| | aríko | but |
| 6A | [_ ~ _ _ _ ~ _ _]
Aríko ndi n _a úmutw _e | But I've got a hard head. |
| | [~ _ ~]
ugumyé. | [This phrase will not be broken into its component parts.] |

Dialogue 2.

- 7C [_ _ _ - - - -]
Ushaaka gukór_a íkí? What do you want to do?
- 8D [_ _ _ - - - -]
Nshaaka gutáangura I want to begin to study
Kirundi.
[- - - - - - -]
kwíig_a ikiruúndi.
-zóo- (non-immediate future
prefix)
-fásha (-fáshije) to help
- 9C [- - - - - - -]
Ushaátse nzoogufasha. If you like, I'll help you.
- 10D [_ - - - - - -]
Urakóze caane. Thanks a lot.

Dialogue 3.

- ~mwé one, same
- 11E [- - - - - - -]
Ikiruúndi n_a ikinyarwaanda Are Kirundi and Kinyarwaanda the
same?
[- - - - - - -]
ni bimwé?
- 12F [- - - - - - -]
Oya, 'si bimwé. No, they're not (the same).
-fita (-fise) to have
itaandukaaniro (5, 6) difference
~tó small
- 13E [- - - - - - -]
Bifis_e itaandukaaniro rító. They are a little different.
('They have a small difference.')

- 14E [_ _ \ _ _ _ _]
Urafís_e igitabo c_a Do you have a Kirundi book?
[\ _ _ _]
íkiruúndi?
- 15F [_ _ _ _ _ _ _]
Eegō. Ndafíse ciizā. Yes, I have [a] good [one].
umwiígiisha (1, 2) teacher
ndé who?
- 16E [_ _ _ _ _ _ _]
Umwiígiisha waawe 'niindé? Who is your teacher?
ntuuzé so-and-so
- 17F [_ _ _]
Ni ntuzé. It's So-and-so.

1. A note on object prefixes.

Object prefixes have already been discussed in Units 2 and 4. In the former, a table of personal object prefixes was given. The non-personal object prefixes are listed in the synopsis (p. xxii).

[For practice in using the object prefixes that correspond to inanimate nouns, see Exercises 5 and 6.]

In Kirundi, more than one object prefix may be used in the same verb:

nzookikwiiza	I'll teach it to you. (I'll
	cause you (/kw-/) to learn
	it (/ki-/))

[Forms with two object prefixes will not be made the goal of intensive drill in this course.]

2. A note on adjectives used in noun positions.

In the sentence:

Ndafíse ciizá. I have a good [one].

(The phrase /ndafís_e iciizá/ is rarer than the above, and is slightly different in meaning.)

the word /ciizá/ is an adjective, but it is used as the object of the verb /ndafíse/. This is of course one of the positions normally occupied by a noun or a noun phrase. Note that there is no augment (initial vowel) as there would be if the phrase contained a noun:

ndafís_e igitabo ciizá I have a good book.

ndafís_e ikiíndi gitabo I have another book.

[For practice on this point, see Exercise 7.]

3. A note on the difference between perfective and imperfective verb stems.

Some of the verb forms that have been met so far end in /-a/, while others end in /-e/. Except for imperative and subjunctive forms, this distinction in form stands for a difference in ASPECT. The word aspect is a grammarian's term for the shape of an action in time, just as the word tense is used in talking about the placement of an action along the time axis.

Kirundi has a two way aspectual distinction between imperfective and perfective verb forms. An imperfective form is one that stands for a continuing action, while a perfective form stands for one that is thought of as being completed. A majority of the forms of a Kirundi verb, regardless of tense, are either imperfective or perfective, and have otherwise synonymous counterparts in the other aspect. Imperfective forms end in /-a/, perfective forms end in /-e/, and the /-e/ is either preceded by /-y-/,

or there is a difference between the final consonant of the imperfective and the perfective form:

A verb which has a perfective in /-ye/, with no consonant change, is /-soma/.

Uso_m_a ikí? What subject are you reading?

Uso_m_e ikí? What did you understand [as you read just now]?

A verb which has a difference between the last consonant of corresponding perfective and imperfective forms is /turuka/:

Aturuk_hhe? Where is he from?

Aturuts_hhe? Where is he coming from?

An example of strikingly different imperfective and perfective forms is:

Ageenda kw iis_oko. He goes to the market.

Agiiye kw iis_oko. He has just gone to the market.

The consonant of the perfective form can often be guessed if one knows the consonant of the imperfective, but because there are a number of irregular verbs, the student is advised to learn the perfective stem of each verb separately, at least in the beginning.

The consonant of the imperfective of any verb is the same as the consonant of the infinitive. Exercise 1 therefore serves to provide examples of the imperfective and perfective consonants of some of the verbs from preceding dialogues, and also provides an occasion for practice in making this consonant alternation.

4. A note on the translation equivalents of many English adjectives.

Kirundi, like many other Bantu languages, has a very small number of words which behave like the adjectives of Indo-European languages. The stem /-izá/ 'good' with its various concordial prefixes, is one such adjective.

Most translations of Indo-European adjectives in Kirundi are actually verb forms. Thus in,

Ikiruúndi kiragooye kwíiga. Kirundi is hard to learn.

the verb /kiragooye/ corresponds to English 'is hard'. The subject prefix /ki-/ is in agreement with the subject /Ikiruúndi/; /-ra-/ is of course the disjunct prefix; the /-e/ is a part of the mark of perfective aspect.

The infinitive form of this same verb is /kugoorá/ 'to give difficulty.' A very literal translation of the perfective form /kiragooye/ might be 'it has completed the process of giving difficulty.'

[Exercises 2 and 3 provide some examples of new verbs which translate English adjectives.]

N.B. The phrases met so far correspond to English be plus adjective: 'the language is hard.' The student should not at this time try to make phrases that correspond to English adjective-noun phrases: 'a hard language,' since this requires a special tonal pattern on the verb.

Students who are familiar with Swahili will recognize, in the use of the perfective aspect in these forms, a parallel with the use of the /-me-/ tense in such Swahili forms as /imeharibika/ 'it is spoiled.'

Exercise 1. Perfective vs. imperfective stems, as exemplified in the immediate perfective and the infinitive.

'John has just read the letter.' 'He knows how to read well.'

	[- ~ - - - ~ -]	[- ~ - - - ~ -]
gusoma	Yohaán ₁ asomy _e ikeéte.	Aráazi gusoma néezá.
kugoroora	Yohaán ₁ agorooy _e impuúzu.	Aráazi kugoroora néezá.
kumesuura	Yohaán ₁ amesuuy _e impuúzu.	Aráazi kumesuura néezá.
kwaandika	Yohaán ₁ yaandits _a ikeéte.	Aráazi kwaandika néezá.
kugeendeesha	Yohaán ₁ ageendeeshej _e umudúga.	Aráazi kugeendesh umudúga néezá.
kuvúga	Yohaán ₁ avuz _e ikiruúndi.	Aráazi kuvúga ikiruúndi néezá.
kuduuga	Yohaán ₁ aduuz _e umusózi.	Aráazi kuduug _a imisózi néezá.

Exercise 2. Perfective forms that correspond to English be plus adjective. Concord between subject and verb.



	Ikiruúndi kiragooye?	Is Kirundi hard?
Igiswáahirí 'Swahili'	Igiswáahirí kiragooye?	Is Swahili hard?
Iriingara 'Lingala'	Iriingara riragooye?	Is Lingala hard?
Ikinyarwaanda	Ikinyarwaanda kiragooye?	Is Kinyarwaanda hard?
kwóoroha 'to become easy'	Ikinyarwaanda kiróoroshe?	Is Kinyarwaanda easy?

Igiswáahirí	Igiswáahirí kiróoroshe?	Is Swahili easy?
Iriingara	Iriingara riróoroshe?	Is Lingala easy?
urwo rurími 'that lan- guage'	Urwo rurími ruróoroshe?	Is that language easy?
izo ndími 'those languages'	Izo ndími ziróoroshe?	Are those languages easy?

Exercise 3. (Continuation of Exercise 2)

↓	Urwo rurími ruróoroshe?	Is that language easy?
igitabo	Ico gitabo kiróoroshe?	Is that book easy?
ibitabo	Ivyo bitabo biróoroshe?	Are those books easy?
kuzimba 'to become expensive'	Ivyo bitabo biraziimvye?	Are those books ex- pensive?
ipikipiki	Iyo pikipik ₁ iraziimvye?	Is that motorcycle expensive?
amapikipiki	Ayo mapikipik ₁ araziimvye?	Are those motorcycles expensive?
umudúga	Uwo mudúg _a uraziimvye?	Is that car expensive?
imidúga	Iyo midúg _a iraziimvye?	Are those cars expen- sive?
imáshiíni (sg.)	Iyo máshiín ₁ iraziímvyé?	Is that machine ex- pensive?
imáshiíni (pl.)	Izo máshiíni ziraziimvye?	Are those machines expensive?

kuremeera 'to become heavy'	Izo máshiíni ziraremeereye?	Are those machines heavy?
impuúzu	Izo mpuúzu ziraremeereye?	Are those clothes heavy?
ibitabo	Ivyo bitabo biraremeereye?	Are those books heavy?
igitabo	Ico gitabo kiraremeereye?	Is that book heavy?
ikeéte	Iryo keét _e riraremeereye?	Is that letter heavy?
kuhwahuka 'to become light in weight'	Iryo keét _e rirahwahutse?	Is that letter light?
igitabo	Ico gitabo kirahwahutse?	Is that book light?
impuúzu	Izo mpuúzu zirahwahutse?	Are those clothes light?
kuziimbuuka 'to become cheap'	Izo mpuúzu ziraziimbuutse?	Are those clothes cheap?
ipikipiki	Iyo pikipik _i iraziimbuutse?	Is that motorcycle cheap?
amapikipiki	Ayo mapikipik _i araziimbuu- tse?	Are those motorcycles cheap?
urubáangaangwé	Urwo rubáangaangwé ruraziimbuutse?	Is that bicycle cheap?
imbáangaangwé	Izo mbáangaangwé ziraziimbuutse?	Are those bicycles cheap?

Exercise 4. Immediate disjunct affirmative vs. immediate negative.

(Special attention should be given to the tonal patterns of the verbs.)

	'Is Kirundi hard to learn?'	'It is not hard to learn.
↓	Ikiruúndi kiragooye kwíiga?	'Ntikigooyé kwíiga.
kuvúga	Ikiruúndi kiragooye kuvúga?	'Ntikigooyé kuvúga.
kwóoroha	Ikiruúndi kiróoroshe kuvúga?	'Nticooróshe kuvúga.
kwíiga	Ikiruúndi kiróoroshe kwíiga?	'Nticooróshe kwíiga.
kugooro	Ikiruúndi kiragooye kwíiga?	'Ntikigooyé kwíiga.
kwúumva	Ikiruúndi kiragooye kwúumva?	'Ntikigooyé kwúumva.
kwóoroha	Ikiruúndi kiróoroshe kwúumva?	'Nticooróshe kwúumva.
gusoma	Ikiruúndi kiróoroshe gusoma?	'Nticooróshe gusoma.
kugooro	Ikiruúndi kiragooye gusoma?	'Ntikigooyé gusoma.

Exercise 5. Object prefixes with a hint from the possessive concords. (Cues from Column 1 should be given first as noun plus possessive, later as noun without possessive.)

	'Have you seen my book?'	'I've seen it.'
igitabo (caanje)	Urabóony _e igitabo caanje?	Ndakíboonye.
icaámbarwa (caanje)	Urabóony _e icaámbarwa caanje?	Ndakíboonye.
ibitabo (vyaanje)	Urabóony _e ibitabo vyaanje?	Ndabíboonye.
ivyaámbarwa (vyaanje)	Urabóony _e ivyaámbarwa vyaanje?	Ndabíboonye.
ikeéte	Urabóony _e ikéete ryaanje?	Ndaríboonye.

impuúzu (yaanje)	Urabóony _e impuúzu yaanje?	Ndayíboonye.
impuúzu (zaanje)	Urabóonye impuúzu zaanje?	Ndazíboonye.
umwiígiisha (waanje)	Urabóonye umwiígiisha waanje?	Ndamúboonye.
abiígiisha (baanje)	Urabóonye abiígiisha baanje?	Ndabáboonye.
umushófeéri (waanje)	Urabóonye umushófeéri waanje?	Ndamúboonye.
umudúga (waanje)	Urabóonye umudúga waanje?	Ndawúboonye.
ibiro(vyaanje)	Urabóonye ibiro vyaanje?	Ndabíboonye.
ipikipiki (yaanje)	Urabóonye ipikipiki yaanje?	Ndayíboonye.
urubáangaangwé (rwaanje)	Urabóonye urubáangaangwé rwaanje?	Ndarúboonye.

[NB The tape has /umushófeerí/ where the book has /umushófeéri/.

Exercise 6. Object prefixes.

	'Do you need a clerk?'	'I need one!'/ 'I need him.'
umukáraáni	Urakeney _e umukáraáni?	Ndamukeneye.
abakáraáni	Urakeney _e abakaraáni?	Ndabakeneye.
abashuumba	Urakeney _e abashuumba?	Ndabakeneye.
umushuumba	Urakeney _e umushuumba?	Ndamukeneye.
urubáangaangwé	Urakeney _e urubáangaangwé?	Ndarukeneye.
ibiro	Urakeney _e ibiro?	Ndabikeneye.
impuúzu	Urakeney _e impuúzu?	Ndazikeneye.
ikiintu	Urakeney _e ikiintu?	Ndagikeneye.
ibitabo	Urakeney _e ibitabo?	Ndabikeneye.

Exercise 7. Adjective used in a noun position.

	'Do you have a book?'	'I have a good one.'
↓	Urafís _e igitabo?	Ndafíse ciizá.
umudúga	Urafís _e umudúga?	Ndafíse mwiizá.
urubáangaangwé	Urafís _e urubáangaangwé?	Ndafíse rwiizá.
ipikipiki	Urafís _e ipikipiki?	Ndafíse nziizá.
impuúzu	Urafís _e impuúzu?	Ndafíse nziizá.
gushaaka	Urashaaka impuúzu?	Nshaaka nziizá.
umubooyi	Urashaaka umubooyi?	Nshaaka mwiizá.
abashuumba	Urashaaka abashuumba?	Nshaaka beezá.
urugó	Urashaaka urugó?	Nshaaka rwiizá.
ingwá	Urashaaka ingwá?	Nshaaka nziizá.

Exercise 8. Random substitutions. (Use English sentences as cues.)

Nshaaka kwíig _a ikiruúndi.	I want to study Kirundi.
<u>Bashaaka</u> kwíig _a ikiruúndi.	They want to study Kirundi.
<u>Ntibashaaká</u> kwíig _a ikiruúndi.	They don't want to study Kirundi.
Ntibashaaká <u>kuvúg</u> _a ikiruúndi.	They don't want to speak Kirundi.
<u>Siinzí</u> gusom _a ikiruúndi.	I don't know how to read Kirundi.
Siinzí gusom _a <u>urwo rurími</u> .	I don't know how to speak that language.
Siinzí <u>kugeendesh</u> _a <u>umudúga</u> .	I don't know how to drive.

Siinzi kugeenda kw iisoko.

I never ('I don't know how to')
go to the market.

Ntashobora kugeenda kw iisoko.

He can't go to the market.

Ntashaaka kugeenda kw iisoko.

He doesn't want to go to
the market.

Ntashaaka kwíig_a ikiruúndi.

He doesn't want to study Kirundi

Nshaaka kwíig_a ikiruúndi.

I want to study Kirundi.

Exercise 9. Random substitutions.

Sinumvíis_e ic' uvuzé.

I don't understand (or hear)
what you said.

Sintegéerey_e ic' uvuzé.

I don't understand what
you said.

Nshaaka kwúumv_a ic' uvuzé.

I want to understand what
you said.

Nshaaka kwúumv_a urwo rurími.

I want to understand (or hear)
that language.

Ntibategéerey_e urwo rurími.

They don't understand that
language.

Ntibategéerey_e igiswáahirí.

They don't understand
Swahili.

Ndakúunda kuvúg_a igiswáahirí.

I like to speak Swahili.

Ndakúunda kuvúg_a buhóro.

I like to speak slowly.

Geendeesh_a buhóro.

Drive slowly.

Practice Conversation 1.

You ask whether Mr. _____
is studying Swahili.

Yohaáni aríig_a
igiswáahiri?

Eeg' ataanguye
vubá.

You ask whether his teacher
speaks Swahili well.

Umwiigiisha wíiwé
aravúg_a igiswáa-
hĩri néezá?

Arakívuga.

Practice Conversation 2.

You ask whether Mr. _____
has a Swahili book.

Yohaáni arafís_e
igitabo c_a
ígiswáahirí?

Arabífise bibirí.

You ask whether they are
any good.

Ibitabo vyíiwé
'ni vyilizá?

Kimwé 'ni ciizá
caane.

Practice Conversation 3.

You remark that you'd like
to learn Swahili.

Nshaaka kwíig_a
igiswáahirí.

Usháatse nzoogufasha.

In response to his sug- Ushobora gutáangur_a
gestion, you ask
whether he can begin ubu?
immediately.

Ubíshaatse.

Free conversation.

1. A makes arrangements with B for help in learning Kirundi
2. B says something that A does not understand. A reacts accordingly.

UNIT 6

Dialogue 1.

- ~ngáahé how many?
- 1A [_ _ ~ ~ -]
Uvug_a indími ziingáahé? How many languages do you speak?
- 2B [_ _ ~ ~ - -]
Mvug_a indími zitatu. I speak three (languages.)
- ~hé which?
- 3A [~ ~ ~]
'Niizíihé? or: Ni izííhe? Which ones are they?
- igifaraánsa French
- 4B [_ _ ~ ~ -]
Rumwé 'n_i igifaraánsa, One is French, another is
[~ ~ ~ ~ ~]
uruúndi 'n_i igiswáahirí; Swahili, [and] the third
[_ _ ~ ~ ~]
urwaa gátatu 'n_i is Kirundi.
[~ ~ ~ ~]
ikiruúndi.
- icóongerezá/ icóongereza English
- 5A [~ ~ ~ ~]
Uráaz_i Icóongerezá? Do you know English?
náabí badly
- 6B [~ ~ ~ ~ ~]
Ndakívuga náabí naabí. I speak it poorly.
gusa only

- 7B [_ _ _ _ _ _ _]
Ndagisoma, nkacaandika I only read and write it.
[_ _]
gusa.
- 8A [_ _ _ _ _ _ _]
Ubon_a icóongerezá kígóoye? Do you find ('see') [that]
English is difficult?
- 9B [_ _ _ _ _ _ _]
Icóongerezá kiragooye English is hard to speak.
[_ _ _]
kuvúga.
-suumba (-suumvye) to surpass
- 10A [_ _ _ _ _ _ _]
Ikiruúndi kiragooye Kirundi is harder than English.
[_ _ _ _ _ _ _]
gusuumb_a icóongerezá.

Dialogue 2.

- mara (-maze) to end, terminate
igihe (7) time
-ngana (-nganye) to be equal to
- 11C [_ _ _ _ _ _ _]
Umaz_e igihe kiingan_a? How long have you spent (you)
studying Kirundi?
[_ _ _ _ _ _ _]
iki wíig_a ikiruúndi?
ukwéezi (15, 6) moon, month
~tatu three

- 12D [- - - \ - - -]
 Ndaciiz_e améez₁ atatu. I studied it three months.
- 13C [- \ - \ -]
 Wacígiiyěhe? Where did you study it?
 iwaácu at [my] home ('at ours')
- 14D [- \ - - \ -]
 Nacígiiy_e iwaácu. I studied it in my home
 country.

Dialogue 3.

- umunyéeshuúre (1, 2) a student
- 15E [- - - \ -]
 Ur₁ umunyéeshuúre? Are you a student?
- 16F [- -]
 Eegó. Yes.
- isăha (9, 6) hour
- umuúsi (3, 4) day (24-hour period)
- 17E [- - - \ - \ -]
 Wiig_a amasăh_a angáahé How many hours a day do you
 study?
 [- \ -]
 ku muúsi?
- 18F [- - - \ - - -]
 Niig_a amasah_a ataanu ku I study five hours a day.
 [- \ -]
 muúsi.
- iyíínga (9, 6) week
- 19E [- - \ - \ -]
 Wiig_a imiís₁ ingáahé How many days a week do you
 study?

- [_ - ~ _]
mw iiyiínga?
- 20F [_ - ~ - -]
Niig_a imiís_i itaanu. I study five days.
- 21E [_ - ~ - -]
Wiiz_e igifáraáns_a igihe How long have you studied
French?
[_ - ~ - -]
kiingan' iki?
umwáaka (3, 4) year
- 22F [- ~ - -]
Umwáak_a umwé. One year.
- NB The recording has /igifàraánsa/ in place of /igifáraánsa/.
- Supplementary Vocabulary School supplies:
- Urakeney_e ikáraámu? (5 or 9, 6) Do you need a pencil (pen)?
amakáraámu Do you need any pens
(pencils)?
urupaapuro (11, 10) Do you need any paper?
iraángi (5, or 9) Do you need any ink?
igitabo c_a úkwaandika Do you need a note book?
(‘book for writing’)
ingwá (9) Do you need any chalk?

1. A note on the tones of verbs that contain object prefixes.

The tones of verb forms depend not only on factors of the kinds which have already been considered (tense, etc.) but also on the presence or absence of an object prefix. This note applies only to single object prefixes in verb forms that are

indicative immediate disjunct affirmative:

Urakúund _a iki gitabo?	Do you like this book?
Ndagíkuunda.	I like it.
Uragorooy _e izi mpuúzu?	Have you ironed these clothes?
Ndazigorooye.	I ironed them.

High verbs in this form have an anticipated high tone on the object prefix, and the verb stem itself has low tone; low verbs have no high tones.

2. A note on the use of different sets of prefixes with the same noun stem.

The noun stem /-ruúndi/ appears in the singular-plural pair of forms:

Umu-ruúndi (1)	a Rundi person
Aba-ruúndi (2)	Rundi people

It also appears in the form,

Iki-ruúndi (7)	typical or customary Rundi fashion of doing anything including speaking, hence 'Rundi language'
----------------	-------------------------------------------------------------------------------------------------

Users of this textbook have probably already discovered its use also in:

Ubu-ruúndi (14)	the country of the Barundi
-----------------	----------------------------

These same class prefixes may be applied with the same meanings to many noun stems denoting ethnic groups:

Umu-faraánsa (1)	French person
Ubu-birigi (14)	Belgium
Abóongerezá (2)	English people
ikizuúngu (7)	European ways of acting or speaking

[For practice in using different class prefixes with different meanings, see Exercises 1 and 2.]

3. A note on comparisons of inequality.

Sentence 10 contains an example of comparison:

Ikiruúndi kiragooye gusuumb_a icóongerezá.

Kirundi is harder than English ('Kirundi is hard surpassing English')

A very common way of expressing comparison of inequality in Rundi makes use of the word /gusuumba/, which is the infinitive of the verb that means 'to surpass'. In the above example, /gusuumba/ follows a verb (/kiragooye/); it may also be used with adjectives:

Special note should be made of the sentences in which the word that follows directly after /-suumba/ is a possessive pronoun.

First of all, the tonal patterns on the possessives are unlike the tones found with these same stems elsewhere;

~aanjé	~aácu
~aawé	~aányu
~iiwé	~aábo

Notice that the singular stems have one tonal pattern, and the plural stems another.

With regard to the prefixes used with these possessive stems, sentences which contain them must be divided into two groups. An

example of the first group is:

Ibiro vyaawe ní vyíizá gusuumba rwaanjé.

In this sentence, there is an overt subject expression (/ibiro vyaawe/), and the prefix used with /-aanje/ is /rw-/, regardless of the class of the subject expression. Thus, /rw-/ appears also in the sentence:

Akazi kaawe'ni keezá gusuumba rwaanjé.

In the second group of sentences, there is no expressed subject:

'Ni vyíizá gusuumb_a ivyáanjé.

It/they (Cl. 8) is better than mine.

'Ni keezá gusuumb_a akáanjé.

It (Cl. 12) is better than mine.

In these sentences the possessive after /-sumba/ has the same class prefix as its antecedent. It also has the augment vowel. Singular stems have high tone on the mora that follows the prefix:

ivyáanjé	ivyaácu
ivyáawé	ivyaányu
ivyíiwé	ivyaábo

[For practice in the use of /-sumba/ in comparisons, see Exercises 3 - 6.]

4. A temporary note on the verbs in Sentences 8 and 11.

Ubon _a icóongerezá kígóoye?	Do you find that English is hard?
Umaz _e igihe kiingan' ikí wíga _a ikiruúndi?	How long have you spent, (you) studying Kirundi?

In these sentences, the main verbs are respectively /ubona/ and /umaze/. These verbs are in the indicative mood and require no comment here. The verbs /kígóoye/ and /wíga/ however begin with high tone, and in this respect differ from indicative forms.

These forms are in the participial mood, which will be discussed in greater detail beginning with Unit 9

Exercise 1. Corresponding nouns of Classes 2 and 14.

	'Where do the Barundi come from?'	'They come from Burundi.'
Abaruúndi	Abaruúndi baturukǎhe?	Baturuk _a i Buruúndi.
Abanyarwaanda	Abanyarwaanda baturukǎhe?	Baturuk _a i Rwaanda.
Abafaraánsa	Abafaraánsa baturukǎhe?	Baturuka mu Bufaraánsa.
Ababirigi	Ababirigi baturukǎhe?	Baturuka mu Bubirigi.
Abóongerezá	Abóongerezá baturukǎhe?	Baturuka mu Bwóongerezá.
Abáarabú	Abáarabú baturukǎhe?	Baturuka murí Arabiyá.
Abanyéekoóngo	Abanyéekoóngo baturukǎhe?	Baturuk _a i Koóngo.
Abazuúngu	Abazuúngu baturukǎhe?	Baturuk _a i Buráya.
Abahiíndi	Abahiíndi baturukǎhe?	Baturuka mu Buhiíndi.
Abahiíndí		

Exercise 2. Corresponding nouns of Classes 2 and 7.

	'What language do the Barundi people speak?'	'They speak Kirundi.'
Abaruúndi	Abaruúndi bavug _a ururími rúúhe?	Bavug _a ikiruúndi.
Abanyarwaanda	Abanyarwaanda bavug _a ururími rúúhe?	Bavug _a ikinyarwaanda.
Abafaraánsa	Abafaraánsa bavug _a ururími rúúhe?	Bavug _a igifaraánsa.

Abáarabú	Abáarabú bavug _a ururími rúúhe?	Bavug _a icáarabú.
Abagáandé	Abagáandé bavug _a ururími rúúhe?	Bavug _a ikigáandé.
Abóongerezá	Abóongerezá bavug _a ururími rúúhe?	Bavug _a icóongerezá.
Abazuúngu	Abazuungu bavug _a ururími rúúhe?	Bavug _a indími nyiínshi.
Abahiíndi	Abahiíndi bavug _a ururími rúúhe?	Bavug _a igihiíndi.
Abanyaameriká	Abanyaameriká bavug _a ururími rúúhe?	Bavug _a icóongerezá.
Abatuutsi	Abatuutsi bavug _a ururími rúúhe?	Bavug _a ikiruúndi.
Abahutú	Abahutú bavug _a ururími rúúhe?	Bavug _a ikiruúndi.
Abanyéekoóngo	Abanyéekoóngo bavug _a ururími rúúhe?	Bavug _a indími nyiínshi.
Abamosó	Abamosó bavug _a ururími rúúhe?	Bavug _a ikiruúndi.

Exercise 3. 'Than'. Absolute pronouns and object prefixes.

'John speaks French (as a foreign language) better than I [do].'

jeewé Yohaáni aravúg_a igifaraánsa ciizá gusuumba jeewé.

Arakívuga kunsuumba.

wewé Yohaáni aravúg_a igifaraánsa ciizá gusuumba wewé.

Arakívuga kugusuumba.

wéewé Yohaáni aravúg_a igifaraánsa ciizá kumusuumba.

Arakívuga kumusuumba.

tweebwé Yohaáni aravúg_a igifaraánsa ciizá gusuumba tweebwé.

Arakívuga kudusuumba.

mweebwé Yohaáni aravúg_a igifaraánsa ciizá gusuumba mweebwé.

Arakívuga kubasuumba.

abaándi Yohaáni aravúg_a igifaraánsa ciizá gusuumba abaándi.

Arakívuga kubasuumba.

Exercise 4. 'Than'. Concord with possessives.

'Your car is better than mine.'

'It is better than mine.'

umudúga Umudúga waawe 'ni mwiizá gusuumba rwaanjé.

'Ni mwiizá gusuumb_a uwáanjé.

umubooyi Umubooyi waawe 'ni mwiizá gusuumba rwaanjé.

'Ni mwiizá gusuumb_a uwáanjé.

imidúga Imidúga yaawe 'ni myiizá gusuumba rwaanjé.

	'Ni myiizá gusuumba iyáanjé.
ababooyi	Ababooyi baawe 'ni beezá gusuumba rwaanjé. Ni beezá gusuumba abáanjé.
ipikipiki	Ipikipiki yaawe 'ni nziizá gusuumba rwaanjé. Ni nziizá gusuumba iyáanjé.
amapikipiki	Amapikipiki yaawe 'ni meezá gusuumba rwaanjé. Ni meezá gusuumba ayáanjé.
ibiro	Ibiro vyaawe 'ni vyilizá gusuumba rwaanjé. Ni vyilizá gusuumba ivyáanjé.
imáshiíni	Imáshiíni yaawe 'ni nziizá gusuumba rwaanjé. Ni nziizá gusuumba iyáanjé.
amamáshiíni	Amamáshiíni yaawe 'ni meezá gusuumba rwaanjé. Ni meezá gusuumba ayáanjé.
ingwá	Ingwá yaawe 'ni nziizá gusuumba rwaanjé. Ni nziizá gusuumba iyáanjé.
akazi	Akazi kaawe 'ni keezá gusuumba rwaanjé. Ni keezá gusuumba akáanjé.
iraáangi	Iraáangi ryaawe 'ni ryilizá gusuumba rwaanjé. Ni ryilizá gusuumba iryáanjé.
urupaapuro	Urupaapuro rwaawe 'ni rwiizá gusuumba rwaanjé. Ni rwiizá gusuumba urwáanjé.
impaapuro	Impaapuro zaawe 'ni nziizá gusuumba rwaanjé. Ni nziizá gusuumba izáanjé.

ikáraámu Ikáraámu ryaawe 'ni ryiizá gusuumba rwaanjé.
Ni ryiizá gusuumba iryáanjé.

Exercise 5. 'Than' with verbs. Subject-verb concord.

	Iringara riróoroshe	Is Lingala easier than
	gusuumb _a igiswáahirí?	Swahili?
ikinyarwaanda	Ikinyarwaanda kiróoroshe	Is Kinyarwanda easier
	gusuumb _a igiswáahirí?	than Swahili?
kugooro	Ikinyarwaanda kiragooye	Is Kinyarwanda more
	gusuumb _a igiswáahirí?	difficult than Swahili?
icóongerezá	Icóongerezá kiragooye	Is English more difficult
	gusuumb _a igiswáahirí?	than Swahili?
igifaraánsa	Igifaraánsa kiragooye	Is French more difficult
	gusuumb _a igiswáahirí?	than Swahili?
kwóoroha	Igifaraánsa kiróoroshe	Is French easier than
	gusuumb _a igiswáahirí?	Swahili?
iringara	Iringara riróoroshe	Is Lingala easier than
	gusuumb _a igiswáahirí?	Swahili?

Exercise 6 'Than' with verbs. Concord with and without change of number.

	Iziíndi ndími ziróoroshe	The other languages are
	gusuumb _a urwo.	easier than that one
kugooro	Iziíndi ndími ziragooye	The other languages are
	gusuumb _a urwo	more difficult than
		that one.
ibitabo	Ibiíndi bitabo biragooye	The other books are more
	gusuumb _a ico.	difficult than that one.
kuziimba	Ibiíndi bitabo biraziimvye	The other books are more
	gusuumb _a ico.	expensive than that one.

amapikipiki	Ayaáandi mapikipik ₁ araziimvye gusuumb _a iyo.	The other motorbikes are more expensive than that one.
kuremeera	Ayaáandi mapikipik ₁ araremeereye gusuumb _a iyo.	The other motorbikes are heavier than that one.
imáshiíni	Iziíndi máshiíni ziraremeereye gusuumb _a iyo.	The other machines are heavier than that one.
kuziimbuuka	Iziíndi máshiíni ziraziimbuutse gusuumb _a iyo.	The other machines are cheaper than that one.
imidúga	Iyiíndi midúg _a iraziimbuutse gusuumb _a uwo.	The other cars are cheaper than that one.
kuziimba	Iyiíndi midúg _a iraziimvye gusuumb _a uwo.	The other cars are more expensive than that one.

Exercise 7. Immediate disjunct affirmative verbs with and without an object prefix.

	'Do you like this book?'	'I like it.'
gukúunda	Urakúund _a iki gitabo?	Ndagíkuunda.
kugoròora	Uragorooy _e izi mpuúzu?	Ndazigorooye.
gutáangura	Urataánguy _e aka kazi?	Ndagátaanguye.
kugeendeesha	Urageendeesh _a uwu mudúga?	Ndawugeendeesha.
gukóra	Urakóz _e aka kazi?	Ndagákoze.
gusoma	Urasomy _e iki gitabo?	Ndagisomye.
kubóna	Urabón _a umudúga waanjé.	Ndawúbona.
gukenera	Urakeney _e urubáangaangwé?	Ndarukeneye.

Exercise 8. Locative prefixes with the names for periods of time.

	'How many hours a day do you work?'
	Ukora amasäh _a angáahé ku muúsi?
ukwéez'	Ukora amasäh _a angáahé mu kwéezi?
iiyínga	Ukora amasäh _a angáahé mw iiyínga?
kwíiga	Wiig _a amasäh _a angáahé mw iiyínga?
umuúsi	Wiig _a amasäh _a angáahé ku muúsi?
ukwéezi	Wiig _a amasäh _a angáahé mu kwéezi?

Exercise 9. 'How many?' Concord with two different adjective stems.

	'How many books have you?'	'I have many '
ibitabo	Ufis _e ibitabo biingáahé?	Mfise vyíínshi.
ibiintu	Ufis _e ibiintu biingáahé?	Mfise vyíínshi.
imbáangaangwé	Ufis _e imbáangaangwé ziingáahé?	Mfise nyíínshi.
impuúzu	Ufis _e impuúzu ziingáahé?	Mfise nyíínshi.
abatéetsi	Ufis _e abatéetsi baangáahé?	Mfise beénshi.
abashófeéri	Ufis _e abashófeéri baangáahé?	Mfise beénshi.
imidúga	Ufis _e imidúg _a ingáahé?	Mfise myíínshi.
imyáaka	Ufis _e imyáak _a ingáahé?	Mfise myíínshi.
amapikipiki	Ufis _e amapikipiki angáahé?	Mfise meénshi.
amasúka	Ufise amásuk _a angáahé?	Mfise meénshi.

Exercise 10. 'Which?' Concord with an adjective.

	'Which motorcycle do you like?'
ipikipiki	Ukuund _a iyiíhe pikipiki?
amapikipiki	Ukuund _a ayaáhe mapikipiki?
urupaapuro	Ukuund _a uruúhe rupaapuro?
impaapuro	Ukuund _a iziíhe mpaapuro?
ibiro	Ukuund _a ibiíhe biro?
icaámbarwa	Ukuund _a ikiíhe caámbarwa?
ivyaámbarwa	Ukuund _a ibiíhe vyaámbarwa?
urubáangaangwé	Ukuund _a uruúhe rubáangaangwé?

imbáangaangwé	Ukuund _a iziíhe mbáangaangwé?
akazi	Ukuund _a akaáhe kazi?
umwiígiisha	Ukuund _a uwuúhe mwiígiisha?
ururími	Ukuund _a uruúhe rurími?
ikáraámu	Ukuund _a iriíhe káraámu?
iraáangi	Ukuund _a iriíhe raáangi?
isúka	Ukuund _a iyííhe súka?

Practice Conversation 1.

You ask Mr. _____ whether he speaks Lingala.

Uravúg_a iriingara?

Ndarívuga náabí naabí.

Ndaryíiga kw

iishuúli.

You express curiosity concerning the length of time.

Umaz_e igihe kiingan'_a
 ikí, wíig_a iriingara?

Maz_e ukwéezi kumwé
 gusa.

Practice Conversation 2.

You go on by asking about the difficulty of Lingala.

Iriingara riragooye?

Ntirigooyé caane.

Ushaaka kuryíiga?

<p>You would like to learn it yourself, and ask whether his teacher can help you.</p>	<p>Eegó. Umwiígiisha waaw_e arashóbora kumfasha?</p>
-------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------

Free Conversation.

1. A needs a clerical worker who speaks some English. B, who has been studying English for a short time, applies for the position.
2. C is a European who knows a little Kirundi but has had no experience with any other African language. He asks D, a speaker of Kirundi who also knows some Swahili (or some other African language) how Kirundi and the other language compare with one another.

UNIT 7

Dialogue 1.

	umuvúukanyi (1, 2)	sibling
1A	[_ _ ˊ _ _ ˊ _ _] Urafís _e abavúukanyi [ˊ _ _] beénsi?	Do you have many brothers and sisters?
2B	[_ ˊ ˊ ˊ _ _ _] Oya 'si beénsi caane. mweéne (1, 2) mweénewáacu mushíkaanje (1, 2) ~biri nyéne	No, (they are) not very many. one who belongs to my sibling of the same sex term for his sister, used by a boy two also
3B	[_ _ _ ˊ ˊ _] Mfise beénewáacu [_ _ _ ˊ ˊ _ _ _] babiri na bashikaanje [_ _ _ ˊ _] babiri nyéne.	I have two brothers, and also two sisters.
4A	[_ _ ˊ ˊ _ _ ˊ] Bafis _e imyáak _a ingan _a [ˊ _] ikí? -ruta (-ruse)	How old are they? to pass, surpass

- 5B [ˌbɛɛnɛwáacu baraanduta.] My brothers are older than I.
 inyuma (9, 10) behind
- 6B [ˌbʌʃíkʌanjɛ nabó bari] And my sisters are younger
 than I. (‘are behind me’)
 [ˌmuu nyuma zaanje]
 umuivyéeyi (1, 2) parent
- 7A [ˌabavýéeyi baawe] Are your parents still living?
 (‘are they still there?’)
 [ˌbaracáarihó?]
 ~óóse all
- 8B [ˌbarího bóóse.] [Yes], they both are (there).
 -bá (-báye) to be, to reside
- Dialogue 2.
- 9C [ˌbɛɛnɛwáanyu babǎhe?] Where do your (m.) brothers
 live?
 murúmuna (1, 2) a junior sibling
 -báana (-báanye) to live together, live
 with or near
- 10D [ˌmurúmunaanj_e abaana] The younger one lives with
 our parents.
 [ˌn_a ˌabavýéeyi báacu.]
- 11D [ˌafis_e imyáaka cúmi.] He is ten years old.
 mukǔru (1, 2) senior person

- 12C [- ʔ - - -]
Na mukuru waawe? And the older?
- 13D [- ʔ - - -]
Mukuru waanje 'n_i My older [brother] is a
[- - - - -] student in Kitega.
umunyéeshuúr_i i
[- ʔ -]
Gitéga.
- Dialogue 3.
- 14E [- ʔ - - -]
Mukuru waaw_e akor_a What kind of work does your
[- - - - -] older [brother] do?
akazi nyabáki?
umubaaaji (1, 2) carpenter
- 15F [- - - - -]
N_i umubaaaji. He's a carpenter.
-roonka (-roonse) to receive, get
{ amahera (6) money
amafaraánga (6,) }
- 16E [- - - - -]
Umubaaaj_i araroonk_a A carpenter makes [good] money!
[- - - - -]
amahera.

Vocabulary: Names of some occupations.

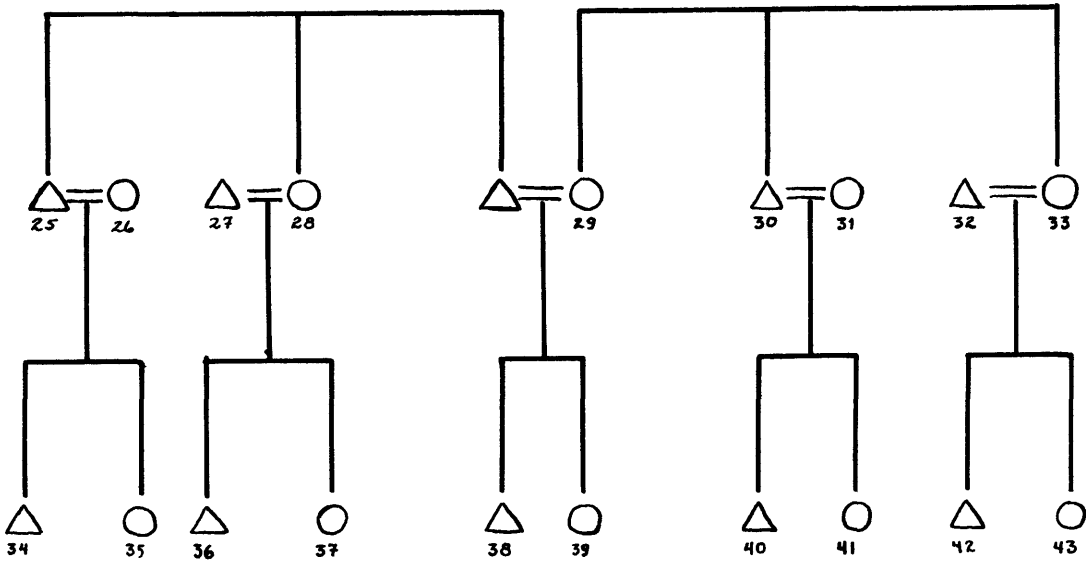
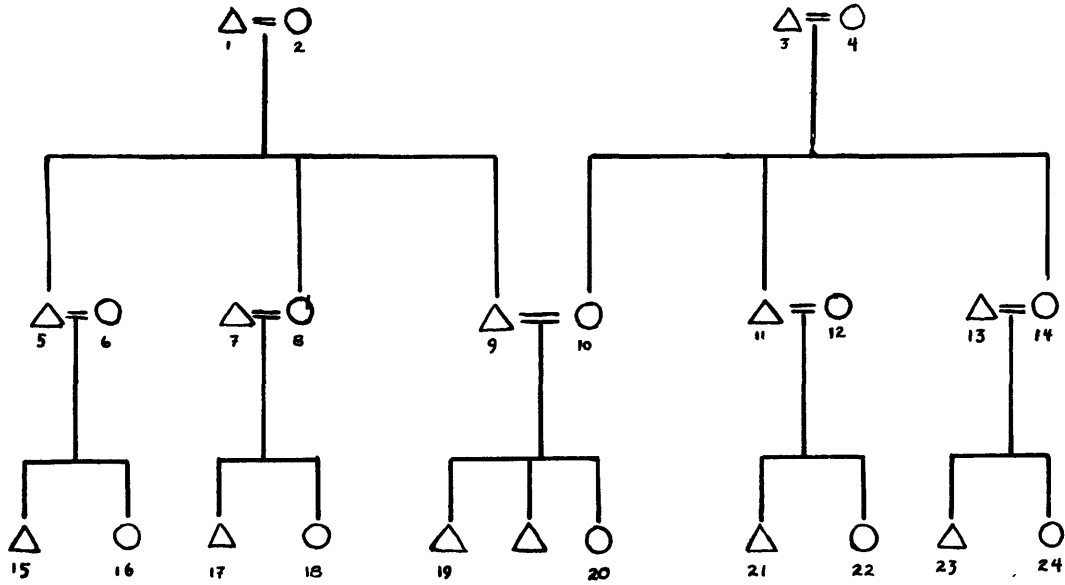
- Mweénewáacu 'n_i umubàaji. worker in wood
'ny_i umwúubatsi builder

Mweénewáacu	´n ₁	umukáraáni	clerk
	´n ₁	umwuúngere	herdsman
	´n ₁	umudaándaza	merchant
	´n ₁	umupóorĩsi	policeman
	´n ₁	umuróvyi	fisherman

Go through the third part of the basic dialogue again, substituting other words for /umubaaji/.

Vocabulary: Kinship terms. The following are words which ego (a man) will use in referring to the individual shown on the chart.

- | | |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 1. sogókuru | 20. mushíkaanje (I being a man) |
| 2. nyogókuru | 21. mweéne wáacu |
| 3. sogókuru | 22. mushíkaanje |
| 4. nyogókuru | 23. umuvyáará |
| 5. daatá waácu | 24. umuvyáará |
| 6. (umugõre wa daata waácu) | 25. mweénewáacu |
| 7. umugabo wa séengé | 26. umugõre wa mwéenewáacu |
| 8. seengé | 27. murámwaanje |
| 9. daatá/daawé | 28. mushíkaanje |
| 10. maamá/maawé | 29. umugoré waanje |
| 11. maarúme | 30. murámwaanje |
| 12. (umugõre wa máarúme) | 31. |
| 13. (umugabo wá maamawáacū) | 32. |
| 14. maamá waácu | 33. murámwaanje |
| 15. mweéne(daatá)wáacu | 34. umuhuúngwáacu |
| 16. mweéne (daatá)wáacu
or mushíkaácu | 35. umukoóbwáacu |
| 17. muvyáaraanje | 36. } umwíishwa or |
| 18. muvyáaraanje | 37. } muvyaraanje |
| 19. mweéne wáacu(I being a man)
older sibling: mukûrwaanje
or mukûru waanje
younger sibling: murúmunaanje | 38. umuhuúngu |
| | 39. umukoóbwa daughter
(umwígeme) girl |
| | 40. |



41.

42.

43.

44.

45.

Note that the list does not include the words which ego would use in addressing those persons, and that it also does not indicate what those persons would call ego.

[The student should check the above kinship terms to be sure that they agree with his tutor's usage, and should also elicit the terms which are missing from this list.]

1. A note on the tones of words used with /na'/'and, with.'

In general, the tones of words which follow /na'/' are different from the tones of the same words in most other environments.

ibiíndi	other (thing)s (Cl. 8)
n _a íbiíndi	and others
ikinyarwaanda	Kinyarwaanda (the language)
n _a íkinyarwaanda	and Kinyarwaanda

The above examples, which illustrate the simplest case, show that the first vowel of the word that follows /na'/' has a high tone.

A slightly more complex relationship is illustrated by the word for 'my (m) sister'.

bashíkaanje	my (m) sisters
na báshikaanje	with my sisters

Here, on the basis of the first set of examples, one might have expected */nabáshíkaanje/. In this instance, however, and in many other instances where one might expect to find two consecutive high tones with a word, only the first is actually used. This principle holds true even where the two vowels are in the same syllables:

beénewáacu	my siblings of my sex
na béenewáacu	and " " " "

When the initial vowel of the noun is the i that is used with Cl. 9-10, then the /na'/form begins with /níi -/:

ingwá
níingwá

[Exercises 1,2 provide an opportunity for practice in alternating these tonal patterns on nouns.]

There are a number of other elements in Kirundi which behave tonally like /na'. This tonal behavior will be called DEFERRED HIGH TONE, symbolized in citation forms by an acute accent written after the element.

[For practice with these tonal alternations, see Exercises 1, 2, 7.]

2. Ordinal numerals.

The same tonal rules that have been described in the preceding note for /na/ apply to the combination of any concordial prefix (/vy/, /w-/, /z-/ etc) plus /-a/. This has already been illustrated in some of the day names introduced in Unit 2.

tatu	(This is the root for 'three', but it is never used without a prefix.)
gatatu	third, three
wagátatu	(of the) third
uwagátatu	('[day](of)third') i.e. 'third day,' Wednesday

Another illustration is found in the dialogue for Unit 6:

Urwaagátatu 'n₁ ikiruúndi. 'The third [language] is
Kirundi.'

Exercise 1. Tones of nouns after/na/ 'and, with': use the two nouns in both possible orders.

'I have a motorcycle and a car.'

'I have a car and a motorcycle.'

ipikipiki--
umudúga

Mfis_e ipikipiki n_a úmudúga.

Mfis_e umudúga n_a ípikipiki.

abavyéeyi--
beénewáacu

Mfis_e abavyéeyi babiri, na beénewáacu bataanu.

Mfise beénewáacu bataanu, n_a ábavyéeyi babiri.

beénewáacu--
bashíkanje

Mfise beénewáacu bataanu, na bashíkanje babiri.

Mfise bashíkanje babiri, na beénewáacu bataanu.

ikáraámu--
igitabo

Mfis_e ikáraámu, n_a ígitabo.

Mfis_e igitabo n_a ikáraámu.

igitabo--
ingwá

Mfis_e igitabo n_a ingwá.

Mfis_e ingwá n_a ígitabo.

umushófeéri--
umudúga

Mfis_e umushófeéri n_a úmudúga.

Mfis_e umudúga n_a úmushófeéri.

ibitabo--
impuúzu

Mfis_e ibitabo ní mpuúzu.

Mfis_e impuúzu n_a íbitabo.

[NB The tones heard in Line 3, Col. 2 of the recorded version of this exercise are/na bashíkanje/.]

- Exercise 2. 'We need a carpenter and a builder.'
 'We need a builder and a carpenter.'
- umwúubatsi-- Dukeneye umwúubatsi n_a úmubaaaji.
 umubaaaji Dukeney_e umubaaaji n_a úumwúubatsi.
- umwuúngere-- Dukeneye umwuúngere n_a úmushuumba.
 umushuumba Dukeney_e umusnuumba n_a úmwuúngere.
- umupóorĩsi-- Turoonder_a umupóorĩsi n_a úmudaáandaza.
 umudaáandaza Turoondera umudaáandaza n_a úmupóorĩsi.

Exercise 3. Object prefixes with /-ruta/.

- 'Are you older than _____?'
 'No, he's older than I.'
 'I'm not older than he.'

Uraruta mweénewáanyu?

- Oy_a araanduta.
 Sindamurúta.

Uraruta mushíkaawe?

- Oy_a araanduta.
 Sindamurúta.

Uraruta bashíkaawe?

- Oya baraanduta.
 Sindabarúta.

Uraruta mwíishwaawe?

Oy_a araanduta.

Sindamurúta.

Uraruta daata?

Oy_a araanduta.

Sindamurúta.

Daat_a' araruta só?

Oya daat_a' aramuruta.

Só'ntamurúta.

Umwiígiisha wáac_u araturuta?

Eeg_o' araturuta.

'Ntitumurúta.

Exercise 4. Concord with /~íínshi/, /~ngáahé/, /~taanu/.

'André has a lot of books.'

'How many has he?'

'He has five.'

ibitabo Anderey_a' afis_e ibitabo vyíínshi.

Afise biingáahé?

Afise bitaanu.

abavúukanyi Anderey[']_a afis_e abavúukanyi beénshi.

Afise baangáahé?

Afise bataanu.

umwiígiisha Umwiígiisha wáac_u afis_e abáana beénshi.

Afise baangáahé?

Afise bataanu.

amakáraámu Mfis_e amakáraámu meénshi.

Ufis_e aangáahé?

Mfis_e ataanu.

impaapuro Dufis_e impaapuro nyiínshi.

Mufise ziingáahé?

Dufise zitaanu.

Exercise 5. The verb /-bá/ in the sense of 'to reside'. Answer should use the most appropriate place expression.

'Does a herdsman live in the city?'

No, he lives in the country.'

Umwuúnger_e aba mu gisagára?

Oya. Ab_a i muhíra.

Umwúubats_i aba mu gisagára?

Eeg_o aba mu gisagára.

Umuróvy_i aba mu gisagára?

Oy_a aba ku kivuko.

Umudaándaz_a aba mu gisagára?

Eeg_o' aba mu gisagára.

Umupóoris_i' aba mu gisagára?

Eeg_o' aba mu gisagára.

Ababaa_{ji} baba mu gisagára?

Abeénshi bab_a i muhira; abaá_{ndi} baba mu gisagára.

Exercise 6. The infinitive /gusuumba/ 'to surpass' corresponding to English 'than'. Immediate indicative affirmative vs. negative.

'This machine is heavy.'

'Is it heavier than the others?'

'It's not heavier than the others.'

imáshiíni Iyi máshiíni iraremeereye.

Iraremeereye gusuumb_a izií_{ndi}?

Ntireméereye gusuumb_a izií_{ndi}.

igitabo Iki gitabo kiraremeereye.
-remeera

Kiraremeereye gusuumb_a ibií_{ndi}?

Ntikireméereye gusuumb_a ibií_{ndi}.

ururími Uru rurími ruragooye.
-goora

Ruragooye gusuumb_a izií_{ndi}?

Ntirugooyé gusuumb_a izií_{ndi}.

umudúga Uyu mudúga uraziimvye.
 -ziimba Uraziimvye gusuumb_a iyiíndi?
 Ntuziimvyé gusuumb_a iyiíndi.

Exercise 7. Immediate indicative affirmative vs. negative. Tone of noun after /ya/ vs. tone without /ya/.

'A carpenter gets more money than a builder.'

'A builder doesn't get more money than a carpenter.'

'The pay of a builder is not equal to that of a carpenter.'

umubaaaji-- Umubaaaji araroonk_a amaherá gusuumb_a umwúubatsi.
 umwúubatsi Umwúubatsi 'ntaroonk_a amaherá gusuumb_a umubaaaji.
 Amahěra y_a úumwúubatsi 'ntanganá na ay_a umubaaaji.

umwúubatsi-- Umwúubatsi_i araroonk_a amaherá gusuumb_a umushófeéri.
 umushófeéri Umushófeéri 'ntaroonk_a amaherá gusuumb_a umwúubatsi.
 Amahěra y_a umushófeéri 'ntanganá na ay_a úumwúubatsi.

umudaándaza-- Umudaándaz_a araroonk_a amaherá gusuumb_a umubaaaji.
 umubaaaji Umubaaaji 'ntaroonk_a amaherá gusuumb_a umudaándaza.
 Amahěra y_a umubaaaji 'ntanganá ná ay_a umudaándaza.

umwuúngere-- Umupóorĭsi araroonk_a amaherá gusuumba umwuúngere.
 umupóorĭsi Umwuúngere 'ntaroonká amaherá gusuumba umupóorĭsi.
 Amahěra y_a umwuúngere 'ntangana ná ay_o umupóorĭsi.

Exercise 8. Mental addition and subtraction of two with reference to various numbers.

!André is six years old.!

!His older sibling is eight years old.!

!His younger sibling is four years old.!

Anderey_a' afis_e imyáak_a itaandátu.

Mukūruw_e' afis_e imyáak_a umunaáni.

Murūmunaw_e' afis_e imyáak_a iné.

Yohaán_i afis_e imyáak_a indwi.

Mukūruw_e' afis_e imyáak_a iceénda.

Murūmunaw_e' afis_e imyáak_a itaanu.

Mari_a afis_e imyáak_a itaanu.

Mukūruw_e' afis_e imyáak_a indwi.

Murūmunaw_e' afis_e imyáak_a itatu.

Practice conversation 1.

Do your sons live here? Abahuúngu baawe bab_a aha?

Oya 'ntibab_a' aha.

Where do they live? Babāhe?

Bab_a i Ngoozi.

What do they do? Bakor_a ikí?

Umwé 'n_i umudaándaza.

Uwuúndi 'n_i umupóorīsi.

Practice conversation 2.

Does your son know how to read? Umuhuungu waaw_e aráazi gusoma?

Arabíizi buhóro bú-
horo. Ataanguye
vubá.

How old is he? Afis_e imyáak_a ingáahé?

Afis_e itaanu. Nyin_a
aramwíiza gusoma.

What does nyina mean? 'Nyina' bivug_a ikí?

'Umuvyéeyi wíiwé.'

Practice conversation 3.

How old is your younger sibling? Murúmunaaw_e afis_e imyáak_a ingáahé?

Afis_e icúmi n_a índwi.

Does he live with your parents? Abaana n_a ábavyéeyi báanyu?

Oy_a aba mu gisagára.
N_iuumwúubatsi.

Practice conversation 4.

Are you a student? Ur_i umunyéeshuúre?

Oya namáz_e imyáak_a
itatu gusa mw iishuúre.

Do you like Urakúunda kwúubaka?
to do building?

Nshaaka kub_a' umubaaaji.

Ndabíkuunda caane.

Ababaaaji bararoonk_a
amafaraanga.

Free conversation.

1. A asks B about the number and ages of his children, and about what they want to become.
2. A (a Murundi) asks B (a European) about his family back in the states: where they live, and what they do.

UNIT 8

BASIC DIALOGUEDialogue 1.

- umusóre (1, 2) adolescent, bachelor
- 1A [- - ~ - -]
Uracáar_i umusóre? Are you still a bachelor?
- 2B [- - - - -]
Oya ndafís_e umugõre. No, I'm married ('I have a wife.')
- 3A [- - - - -]
Mufis_e abáana baangan'_a How many children do you (pl.)
[- -] have?
ikí?
- 4B [- - - - -]
Babiri: umuhuúngu w_a Two: a four year old boy and
[- - - - -] a two year old girl.
íimyaák_a iné, n_a
[- - - - -]
úmukoóbw_a w_a íimyaák_a
[- - - - -]
ibiri.
- 5A [- - - - -]
Ni vyiizá caane. That's very nice!

Dialogue 2.

- 6C [- - - - -]
Mweénewaányu arafís_e Is your brother married?
[- - - - -]
umugõre?

- 7D [_ _ _ \ _ _ _]
Oy_a aracaár_i umusóre.
~ngáahé
No, he's still a bachelor.
how many?
- 8C [_ _ _ \ _ _ _]
Amaz_e imyáak_a ingáahé?
miroongo (4)
How old is he?
multiples of ten; lines
- 9D [_ _ _ _]
Miroong_o ibiri.
Twenty.
- 10C [_ _ _ \ _ _ _]
Murámwaaw_e aracaár_i
[_ _ \ _ _]
umusóre nawé?
Is your wife's brother a
bachelor also? ('...a
bachelor and he')
- 11D [_ _ ' n _ _ _]
Oyá 'n_i umugabo.
No, he's (a) [married] (man).

Vocabulary: Numbers 1 - 20

'John is one year old'.

Yohaáni afis _e umwáak _a umwé	1
imyáak _a ibiri	2
itatu	3
iné	4
itaanu	5
itaandátu	6
indwi	7
umunaáni	8

iceénda	9
icúmi	10
icúmi n _a uúmwe	11
icúmi n _a ííbiri	12
icúmi n _a íítatu	13
icúmi n _a ííne	14
icúmi n _a íítąanu	15
icúmi n _a íítaandátu	16
icúmi n _a índwi	17
icúmi n _a úmunaáni	18
icúmi n _a íceénda	19
miroong _o ibiri	20

1. The pronunciation of /miroongo/ before vowels.

Being in Class 4, the word /miroongo/ as a numeral is always followed by a word that begins with the concordial prefix /i-/. Depending on speaker and on style of speech, the final /o/ may be retained (/miroongo ibiri/), or may lose its syllabicity (/miroongwibiri/, with no lengthening of the vowel after /gw/), or may be lost altogether (/miroongibiri/).

[For practice with multiples of ten, see Exercise 8, and also Exercises 9-11.]

2. Vowel length in constructions with /na/ plus a numeral.

When /na'/ stands before a word that begins with a vowel, it may be either elided or assimilated. It is assimilated if the vowel that follows it is a concordial prefix:

/na'/ plus /umwé/ is ordinarily pronounced
/nuúmwe/,

and will usually be written in this book /n_a uúmwe/

/na'/ plus /iné/ is ordinarily pronounced /niíne/,
and will be written /n_a íine/.

/na' plus /ítatú/ is /niítatu/, to be written
/n_a íítatu/.

The high tone i^c on the mora that follows /na'/, just as it was in those forms that had an intervening consonant (Unit 7, Note 1).

The high tone that is found on the second syllable of the word (e. g. /umwé/, /iné/) is not present after /na'/, in accordance with the principle discussed in the same note in connection with /bashíkaanje/.

When the initial vowel of the numeral is not a concordial prefix, but is a part of the root itself, then the /a/ of /na'/ is elided, and the vowel that carries the 'deferred' high tone comes to be the first in the word. One can picture the relationship between the unelided and the elided forms in terms of a process, in four separate stages:

1. /na'/ + /indwi/ /na'/ + /ibiri/
2. /na' indwi/ ←(placement of tone)→ /na' íbiri/
3. /n' indwi/ ←('elision')('assimilation')→ /ni íbiri/
4. /n' indwi/ (actual pronunciation) /ni íbiri/

Note that the vowel of /n'índwí/ is short even though most vowels before a nasal plus a stop or fricative are long.

It should be remembered that when a long vowel with high tone on the second mora occurs in other than penultimate position, it may have the pitch pattern [—] instead of [~].

Thus:

niíne is [~ _]

but

niítatu is [— _ _]

[For practice on combinations of /na'/ with numerals, see Exercises 9-11.]

3. Possessives used without nouns.

In Exercise 3, the word /gusuumba/'to surpass' is followed directly by possessives, with no accompanying noun:

Abáana baanje 'ni baníni gusuumb_a abáawé.

'My children are bigger than yours.'

...gusuumb_a abaábo. '...than theirs.'

As one would expect (Unit 3, Note 2), the possessive has the augment vowel. What is new is the tonal pattern:

After a noun:

baanje

baawe

bíiwé

báacu

báanyu

báabo

Without a noun:

abáanjé

abáawé

abíiwé

abaácu

abaányu

abaábo

Note that in the right hand column all the singular possessives have one tone pattern, and all the plurals have another.

[For practice on this point, see Exercise 3.]

4. A note on the tone of the copular /'ni/ and /'si/.

The element /'ni/ has appeared in a number of sentences in the preceding dialogues. /Ni/ is used where a third person subject is followed by a noun or adjective with which it is to be equated in some way:

Izína ryaanje 'ni Yohaáni. My name is John.

It may also be used where no explicit subject is given:

Ni vyizá. It's fine.

The tone of this particle is high if it is not immediately preceded by pause or by silence; after pause or silence its tone is low. This 'provisional' tonal behavior will be symbolized by an acute accent placed just before the word: /'ni/.

The negative counterpart of /'ni/ is /'si/. It behaves tonally just like /'ni/.

[For practice with 'provisional high tone', see Exercise 1, and also Exercises 9-11.]

Exercise 1. Provisional high tone on the copulas /ni/ and /si/.

	'Are your children small?'	'They're not very small.'
mutó 'small'	[Abáana báanyu 'ni bató?]	['Si bató caane.]
muníni 'large'	[Abáana báanyu 'ni baníni?]	['Si baníni caane.]
mureemure 'tall'	[Abáana báanyu 'ni bareebare?]	['Si bareebare caane.]
mugúfi 'short'	[Abáana báanyu 'ni bagúfi?]	['Si bagúfi caane.]
mukǔru 'old'	[Abáana báanyu 'ni bakǔru?]	['Si bakurú caane.]
mwiizá 'good looking'	[Abáana báanyu 'ni beezá?]	['Si beezá caane.]

[The student should supply the graphic representation of pitch by filling in the spaces between square brackets over each sentence.]

Exercise 2. Possessive pronouns.

‡Does he know my children?‡

jeewé Aráaz₁ abáana baanje?

wewé Aráaz₁ abáana baawe?

Yohaáni Aráaz₁ abáana bíiwé?

Exercise 3. Substitution in choice of two slots.

‡My children are bigger than yours.‡

Abáana baanje ni baníni gusuumb_a abáawé.

bíiwé Abáana baanje 'ni baníni gusuumb_a abíiwé.

bakũru Abáana baanje 'ni bakurú gusuumb_a abíiwé.

bató Abáana baanje 'ni bató gusuumb_a abíiwé.

báabo Abáana baanje 'ni bató gusuumb_a abaábo.

baké Abáana baanje 'ni baké gusuumb_a abaábo.

beénshi Abáana baanje 'ni beénshi gusuumb_a abaábo.

baawe Abáana baanje 'ni beénshi gusuumb_a abáawé.

bareebare Abáana baanje 'ni bareebare gusuumb_a abáawé.

baníni Abáana ,baanje 'ni baníni gusuumb_a abáawé.

Exercise 4. Values of the numerals.

[Directions: Do the exercise on the following page at least three times. First, use the sentences for imitation. The second time, use one sentence as the cue, and give as response the sentences that follow it. Then practice giving response

sentences in which the numbers are 2 greater or 1 less than the number in the cue sentence.]

Dufis _e igitabo kimwé.	1
Dufis _e ibitabo bibiri.	2
Dufis _e ibitabo bitatu.	3
Dufis _e ibitabo biné.	4
Dufis _e ibitabo bitaanu.	5
Dufis _e ibitabo bitaandátu.	6
Dufis _e ibitab _o indwi.	7
Dufis _e ibitab _o umunaáni.	8
Dufis _e ibitab _o iceénda.	9
Dufis _e ibitabo cúmi.	10
Dufis _e ibitabo cúmi na kímwe.	11
Dufis _e ibitabo cúmi na bíbiri.	12
Dufis _e ibitabo cúmi na bítatu.	13
Dufis _e ibitabo cúmi na bíne.	14
Dufis _e ibitabo cúmi na bítaanu.	15
Dufis _e ibitabo cúmi na bítaandátu.	16
Dufis _e ibitabo cúmi n _a índwi.	17
Dufis _e ibitabo cúmi n _a úmunaáni.	18
Dufis _e ibitabo cúmi n _a íceénda.	19
Dufis _e ibitabo miroong _o ibiri.	20

Exercise 5. Concords with numerals.

2	Mfis _e ibitabo bibiri.	I have two books.
ibiintu	Mfis _e ibiintu bibiri.	I have two things.
amakeéte	Mfis _e amakeéte abiri.	I have two letters.
3	Mfis _e amakeéte atatu.	I have three letters.
{ imbáangaangwé ikiínga	Mfis _e imbáangaangwé zitatu.	I have three bi- cycles.
impuúzu	Mfis _e impuúzu zitatu.	I have three articles of clothing.
imáshiíni	Mfis _e imáshiíni zitatu.	I have three machines.
4	Mfis _e imáshiíni ziné.	I have four machines.
beénewáacu	Mfis _e beénewáacu bané.	I have four brothers.
abahuúngu	Mfis _e abahuúngu bané.	I have four sons.
abiígiisha	Mfis _e abiígiisha bané.	I have four teachers.
7	Mfis _e abiígiish _a indwi.	I have seven teachers.
imidúga	Mfis _e imidúg _a indwi.	I have seven cars.
amapikipiki	Mfis _e amapikipik _i indwi.	I have seven bi- cycles.
ibiintu	Mfis _e ibiint _u indwi.	I have seven things.
amakeéte	Mfis _e amakeét _e indwi.	I have seven letters.
imbáangaangwé	Mfis _e imbáangaangw _e indwi.	I have seven bicycles.
abahuúngu	Mfis _e abahuúng _u indwi.	I have seven sons.
10	Mfis _e abahuúngu cúmi.	I have ten sons.
imbáangaangwé	Mfis _e imbáangaangwé cúmi.	I have ten bicycles.

imidúga	Mfis _e imidúga cúmi.	I have ten cars.
abiígiisha	Mfis _e abiígiisha cúmi.	I have ten teachers.
amakeéte	Mfis _e amakeéte cúmi.	I have ten letters.

[NB Many people use /ikeéte/ (5, 6) in place of /iceéte/ (7, 8)].

Exercise 6. Contrast between numeral with and without /na/.

'There are ten children in the school.'

'There are five tall [ones] and five short [ones].'

abáan _a icúmi	Har ₁ aabáan _a icúmi mw lishuúre. Hari bataanu bareebare, na bátaanu bagúfi.
abáan _a umunaáni	Har ₁ abáan _a umunaáni mw iishuúre. Hari bané bareebare, na báne bagúfi.
ibitab _o umunaáni	Har ₁ ibitab _o umunaáni mw iishuúre. Hari biné bitó, na bíne biníni.
ibitabo bitaandátu	Har ₁ ibitabo bitaandátu mw lishuúre. Hari bitatu bitó na bítatu biníni.

Exercise 7. High tone on /'si/. Concord from one sentence to another.

'Our children are not numerous.'

'We have only two.'

abáana Abáana báacu 'si beénshi.

Dufise babiri gusa.

abahuúngu Abahuúngu báacu 'si beénshi.

Dufise babiri gusa.

bashíkaanje Bashíkaanje 'si beénshi.

Mfise babiri gusa.

impaapuro Impaapuro záacu 'si nyiínshi.

Dufise zibiri gusa.

amakáraámu Amakáraámu yáacu 'si meénshi.

Dufis_e abiri gusa.

ibitabo Ibitabo vyáacu 'si vyíínshi.

Dufise bibiri gusa.

[N.B. Some speakers prefer the sentence pattern /ntidufis_e ibitabo vyíínshi./]

Exercise 8. Practice in adding multiples of ten. [The tutor should give the numbers to be added, and the student should give the entire sentence including the sum. For home study, the student may use the right-hand column as cues.] [Some speakers prefer /kwoongeeza/ to /kwoongereza/.]

Icúmi kwoongerez_a icúmi 'ni miroong_o ibiri. 10 + 10 = 20

Miroong_o ibiri kwoongerez_a icúmi 'ni 20 + 10 = 30

miroong_o itatu.

Miroong _o itatu kwoongerez _a icúmi 'ni miroong _o iné.	30+ 10 = 40
Miroong _o iné kwoongerez _a icúmi 'ni miroong _o itaanu.	40+ 10 = 50
Miroong _o iné kwoongereza miroong _o ibiri 'ni miroong _o itaandátu.	40+ 20 = 60
Miroong _o itaanu kwoongereza miroong _o ibiri 'ni miroong _o indwi.	50+ 20 = 70
Miroong _o iné kwoongereza miroong _o iné 'ni miroong _o umunaáni.	40+ 40 = 80
Miroong _o itaandátu kwoongereza miroong _o itatu 'ni miroong _o iceénda.	60+ 30 = 90
Miroong _o indwi kwoongereza miroong _o itatu 'n _i ijana.	70+ 30 = 100

[NB The instructor may prefer to use /guteerana na' / in place of /kwoongereza/ in Exercises 8-11.]

Exercise 9. Addition of numbers such that the sum is a multiple of ten.

Gataanu kwoongereza gataanu 'ni icúmi.	5+ 5 = 10
Cúmi na gátaanu kwoongereza gataanu 'ni miroong _o ibiri.	15+ 5 = 20

Miroong _o ibiri na gátaanu kwoongereza gataanu 'ni miroong _o itatu.	$25 + 5 = 30$
Miroong _o itaandátu na gátaanu kwoongereza gataanu 'ni miroong _o indwi.	$65 + 5 = 70$
Miroong _o umunaáni na gátaanu kwoongereza gataanu 'ni miroong _o iceénda.	$85 + 5 = 90$
Miroong _o iceénda na gátaanu kwoongereza gataanu 'ni ijana.	$95 + 5 = 100$
Cúmi na gátaandátu kwoongereza kané 'ni miroong _o ibiri.	$16 + 4 = 20$
Miroong _o ibiri na gátaandátu kwoongereza kané 'ni miroong _o itatu.	$26 + 4 = 30$
Miroong _o itatu na gátaandatu kwoongereza kané 'ni miroong _o iné.	$36 + 4 = 40$
Miroong _o itaanu na gátaandatu kwoongereza kané 'ni miroong _o itaandátu.	$56 + 4 = 60$

Exercise 10. Addition of miscellaneous numbers less than 100.

Miroong _o ibiri na gátatu kwoongerez _a indwi 'ni miroong _o itatu.	$23 + 7 = 30$
Miroong _o iné na gátaanu kwoongerez _a indwi 'ni miroong _o itaanu na kábiri.	$45 + 7 = 52$

Miroong_o itaandátu n_a íceénda kwoongereza 69 + 6 = 75
gataandátu 'ni miroong_o indwi na gátaanu.

Miroong_o umunaáni na gátatu kwoongereza 83 + 4 = 87
kané 'ni miroong_o umunaáni n_a índwi.

Cúmi n_a íceénda kwoongereza gataandátu 19 + 6 = 25
'ni miroong_o ibiri na gátaanu.

Miroong_o iceénda na rímwe kwoongereza 91 + 4 = 95
kané 'ni miroong_o iceénda na gátaanu.

Cúmi na gátaandátu kwoongerez_a iceénda 16 + 9 = 25
'ni miroong_o ibiri na gátaanu.

Cúmi n_a úmunaáni kwoongereza umunaáni 18 + 8 = 26
'ni miroong_o ibiri na gátaandátu.

Miroong_o indwi na gátatu kwoongerez_a 73 + 8 = 81
umunaáni 'ni miroong_o umunaáni na rímwe.

Exercise 11. Addition of numbers under 100.

Umunaáni kwoongereza gatatu 'ni cúmi 8 + 3 = 11
na rímwe.

Cúmi n_a úmunaáni kwoongereza gatatu 'ni 18 + 3 = 21
miroong_o ibiri na rímwe.

Cúmi n_a úmunaáni kwoongereza kané 'ni 18 + 4 = 22
miroong_o ibiri na kábiri.

You ask the age of
his youngest.

Umuhérerezi wíiw'_e
afise imyáak_a
ingáahé?

Amaz_e umwáak_a umwé.

Free conversation.

Talk about the composition of your own family, and of a number of other real-life families.

UNIT 9

BASIC DIALOGUEDialogue 1.

- 1A [- - - - -]
Abavyéeyi baawe bafis_e How many children do your
parents have?
[- - - - -]
abáana baangáahé?
-vyáara (-vyáaye) to give birth to
- 2B [- - - - -]
Bamaze kuvyáara bataanu: They have (finished bearing)
five: three girls and two
[- - - - -]
abiígeme batatu n_a boys.
[- - - - -]
ábahuúngu babiri.
ryáarí? when?
- 3A [- - - - -]
Buúbatse ryáarí? When did they get married?
(!When did they build?!)
- 4B [- - - - -]
Hahez_e imyáaka cúmi It has been (!there have ended!)
fifteen years.
[- - - - -]
n_a iítaanu.
- 5A [- - - - -]
Bafis_e imyáak_a ingáahé? How old are they? (!How many
years do they have?!)
dáaw'_e (1) my father
- 6B [- - - - -]
Daaw'_e amaz_e imyáaka My father is 40.
[- - - - -]
miroong_o iné.

imfúra (9)

eldest of a set of
siblings7A [- ˘ - ˘ - ˘]
Imfúra yáanyu 'n₁Is your (pl.) oldest [sibling]
a boy ('son') or a girl
('daughter')?[˘ - ˘ - ˘ - ˘]
umuhuúngu cáanké 'n₁[˘ - ˘ - ˘]
umukoóbwa?

umwiígeme (1, 2)

daughter, girl

8A [- ˘ - ˘ - ˘]
N₁ umwiígeme.

[She] is a girl.

Dialogue 2.9C [- ˘ - ˘]
Namáki?

How are you?

10D [˘ - ˘ - ˘]
Náaméezá.

Fine.

11C [- ˘ - ˘ - ˘ - ˘ - ˘ - ˘]
I muhirá 'nahó náaméezá?

And how are things at home?

-komera (-komeye)

to be vigorous, robust

12D [˘ - ˘ - ˘ - ˘ - ˘]
Bóóse barakomeye.

Everyone is in good health.

[NB Lines 11 and 12 could be replaced by:]

11C [- ˘ - ˘ - ˘ - ˘ - ˘]
I muhirá barakomeye?Are they in good health at
home?

-óroherwa (-órohewe)

to be easy

12D [- - - -]
I muhirá baróorohewe. They're fine (at home).

Vocabulary supplement: People about whom routine inquiry may be made.

'What ('who') is the name of the eldest child in your family?'

imfúra	Izína ry _a <u>imfúra</u> yáanyu ní indé?	eldest child
umuhérerezi	Izína ry _a <u>umuhérerezi</u> wáanyu ní indé?	youngest child
só	Izína ryaa <u>só</u> ní indé?	your father
nyoko	Izína ryaa <u>nyoko</u> ní indé?	your mother
shóobuja ¹	Izína ryaa <u>shóobuja</u> ní indé?	your employer, boss ¹
umugeenzi	Izína ry _a <u>umugeenzi</u> waawe ní indé?	friend

'What is the oldest child in your family called?'

imfúra	Imfúra yáanyu yíitwa ng _o ikí?
umuhérerezi	Umuhererezi wáanyu yíitwa ng _o ikí?
só	Só yíitwa ng _o ikí?
nyoko	Nyoko yíitwa ng _o ikí?
shóobuja	Shóobuja yíitwa ng _o ikí?
umugeenzi	Umugeenzi waawe yíitwa ng _o ikí?
abageenzi	Abageenzi baawe bíitwa ng _o ikí?

[NB The word /ngo/ 'that' is commonly used to introduce a clause used in indirect discourse. The combination /ngo ikí/ is pronounced /ngwikí/.]

¹ Compare /daatábuja/'my boss', /shéebuja/'his, her boss'.

1. A note on participial verb forms, immediate, affirmative.

The verb forms spelled wiiga in the following two sentences have different tonal patterns:

Wiiga amasáh _a angáahé ku muúsi?	How many hours a day do you study?
Umaz _e igihe kiingan' _a ikí wíig _a ikiruúndi?	How much time have you spent studying Kirundi?

The verb /wíiga/ is a PARTICIPIAL form, while /wiiga/ is INDICATIVE. Participial counterparts exist for most indicative forms, except that in most tenses there is no distinction between conjunct and disjunct participials. The distinction between perfective and imperfective aspects is found in participial as well as indicative forms.

The immediate participial form has high tone on the first vowel after the first consonant of the word. The remaining tones are low, both for high verbs and for low verbs.

The situations in which one uses a participial and not the corresponding indicative are not susceptible to succinct summation. They should therefore be learned one at a time. For the present, practice with this form will be confined to its use in questions and statements about the duration of various activities. [See Exercises 1-6.]

Exercise 1. Formation of participials with subject prefix consisting of consonant plus vowel. Verbs with and without an object prefix.

'How long have you (pl.) spent, [you] studying Kirundi?'

kwíiga Mumaz_e igihe kiingan'_a ikí mwíig_a ikiruúndi?

Mumaz_e igihe kiingan'_a ikí múciiga?

gusoma Mumaz_e igihe kiingan'_a ikí músom_a ico gitabo?

	Mumaz _e igihe kiingan' _a ikí múgisoma?
kumesuura	Mumaz _e igihe kiingan' _a ikí múmesuur _a izo mpuúzu? Mumaz _e igihe kiingan' _a ikí múzimesuura?
kwííga	Bamaz _e igihe kiníni bíig _a ikiruúndi? Bamaz _e igihe kiníni báciiga?
gusoma	Bamaz _e igihe kiníni básom _a ico gitabo? Bamaz _e igihe kiníni bágisoma?
kumesuura	Bamaz _e igihe kiníni bámesuur _a izo mpuúzu? Bamaz _e igihe kiníni bázimesuura?
kwííga	Tumaz _e amasah' _a abiri twííga ikiruúndi? Yohaáni amaz _e amasah' _a atatu yíig _a ikiruúndi?

Exercise 2a. Formation of participials with subject prefix consisting of a vowel. Verbs with and without an object prefix.

'How long did you (sg.) spend, (you) studying Kirundi?'

'How long did you spend (you) studying it?'

kwííga	Umaz _e igihe kiingán' _a ik' _i wíig _a ikiruúndi? Umaz _e igihe kiingán' _a ikí ucíiga?
gusoma	Umaz _e igihe kiingán' _a ikí usóm _a ico gitabo? Umaz _e igihe kiingán' _a ikí ugísoma?
kumesuura	Umaz _e igihe kiingán' _a ikí umésuur _a izo mpuúzu? Umaz _e igihe kiingán' _a ikí uzíimesuura?

kubá	Umaz _e igihe kiingán _a ik' _i ubá háno?
Exercise 2b.	Umaz _e igihe kiingán _a ik' _i uhába.
kwííga	Amaz _e amasah' _a atatu yíig _a ikiruúndi. Amaz _e amasah' _a atatu acííga.
gusoma	Amaz _e amasah' _a atatu asóm _a ico gitabo. Amaz _e amasah' _a atatu agísoma.
kumesuura	Amaz _e amasah' _a atatu amésuur _a izo mpuúzu. Amaz _e amasah' _a atatu azímesuura.

Exercise 3. Participial forms, immediate affirmative, vowel-initial vs. consonant-initial.

Tumaz _e isáha túmesuura.	We've been washing [clothes] for an hour.
Maz _e isáha mésuura.	I've been washing [clothes] for an hour.
Mumaz _e isáha múmesuura?	Have you (pl.) been washing [clothes] for an hour?
Umaz _e isáha umésuura?	Have you (sg.) been washing [clothes] for an hour?
Bamaz _e isáha bámesuura.	They have been washing [clothes] for an hour.
Amaz _e isáha amésuura.	He has been washing [clothes] for an hour.

Exercise 4. Participial forms, immediate affirmative, without object prefix.

	'I've finished a year (I) studying Kirundi.'	'(You) studying only Kirundi?'
jeewé	Maz _e umwáaka níig _a ikiruúndi.	Wíig _a ikiruúndi gusa?
icóongerezá	Maz _e umwáaka níig _a icóongerezá.	Wíig _a icóongerezá gusa?
tweebwé	Tumaz _e umwáaka twíiga icóongerezá.	Mwíig _a icóongerezá gusa?
kwaandika	Tumaz _e umwáaka twíiga kwaandika.	Mwíiga kwaandika gusa?
wé	Amaz _e umwáaka yíiga kwaandika.	Yíiga kwaandika gusa?
kugeendeesh _a umudúga	Amaz _e umwáaka yíiga kugeendeesh _a umudúga.	Yíiga kugeendeesh _a umudúga gusa?
bó	Bamaz _e umwáaka bíiga kugeendeesh _a umudúga.	Bíiga kugeendeesh _a umudúga gusa?
iriingara	Bamaz _e umwáaka bíiga iriingara.	Bíiga iriingara gusa?

Exercise 5. Participial forms, immediate affirmative, with and without object prefix.

'I've spent a week (I) studying Kirundi.'

'I've spent a week studying it.'

Maz_e iyiínga níig_a ikiruúndi.

Maz_e iyiínga ndáciiga.

Tumaz_e iyiínga twíig_a ikiruúndi.

Tumaz_e iyiínga túciiga.

Amaz_e ukwéezi yíig_a ikiruúndi.

Amaz_e ukwéez_i acíiga.

Umaz_e igihe kiingan' ikí wíig_a ikiruúndi?

Umaz_e igihe kiingan' ikí ucíiga?

Umaz_e igihe kiingan' ikí usóm_a izi mpaapuro?

Umaz_e igihe kiingan' ikí uzísoma?

Amaz_e isǎh_a asóm_a izi mpaapuro.

Amaz_e isǎh_a azísoma.

Tumaz_e amasah' abiri dúsom_a izi mpaapuro.

Tumaz_e amasah' abiri túzisoma.

Exercise 6. Participial after /haheze/.

'It has been 15 years since they built
that school.'

kwúubak _a ishuúri	Hahez _e imyáak _a ibiri búubats _e iyo shuúri.
kumúbona	Hahez _e imyáak _a ibiri ndámuboonye.
kuvyáara	Hahez _e améez _i abiri avyáay _e umwáana.
kuroonka	Hahez _e améez _i abiri aróons _e amahera.
kuduuga	Hahez _e améez _i abiri túduuze.

Practice conversation 1.

Where do your
parents live?

Abavyéeyi baawe babāhe?

Bab_a i Bujuumbura.

What kind of
work does
your father
do?

S' akor_a akazi nyabáki?

N_i umudaándaza.

How long has
he been
doing that
work?

Amaz_e igihe kiingan'_a
ikí akór_a ako kazi?

Imyáak_a itatu.

Practice conversation 2.

How many children do you
(pl.) have?

Mufis_e abáana baangáahé?

Batatu.

How old is
the eldest?

Imfúr_a ifis_e imyáak_a
ingáahé?

Afis_e iceénda.

Is [the
eldest] a
boy or a
girl?

N_i umuhuúngu 'caanké
'n_i umukoóbwa?

N_i umukoóbwa.

Practice conversation 3.

Where does she
go to school?

Yiigǎhe?

Yiiga kwiishuúr_i
rya 'Saint Michel'.

What grade is
she in?

Ari mu mwáaka
wa káangàahé?

Ari mu wakáne.

Does she like
to study?

Arakúunda kwíiga?

Eeg_o arabíkuunda.

UNIT 10

REVIEW

Exercise 1. Subject prefixes for personal subjects.

'How are you?'	'I'm fine.'
Uarakomeye?	Ndakomeye.
Arakomeye?	Arakomeye.
Murakomeye?	Turakomeye.
Barakomeye?	Barakomeye.

Exercise 2. Affirmative vs. negative indicative.

'Are you in good health?'	'I'm not well.'
Uarakomeye?	Sinkoméye.
Arakomeye?	Ntakoméye.
Murakomeye?	Ntidukoméye.
Barakomeye?	Ntibakoméye.

Exercise 3. Object prefixes, Classes 7 and 11, with affirmative verbs.

'Have you received a letter?'	'I have received it.'
Uraroons _e ikeéte? (or/iceéte/(7,8))	Ndariroonse.
Araroons _e ikeéte? (or/iceéte/(7,8))	Arariroonse.
Muraroons _e ikeéte?(or/iceéte/(7,8))	Turariroonse.
Bararoons _e ikeéte?(or/iceéte/(7,8))	Barariroonse.

Uraroons _e urupaapuro?	Ndaruroonse.
Araroons _e urupaapuro?	Araruroonse.
Muraroons _e urupaapuro?	Turaruroonse.
Bararoons _e urupaapuro?	Bararuroonse.

Exercise 4. Affirmative vs. negative.

'Have you begun?'	'I haven't begun.'
Urataánguye?	Sintaangúye.
Arataánguye?	Ntataangúye.
Murataánguye?	Ntidutaangúye.
Barataánguye?	Ntibataangúye.

Exercise 5a. Object prefix, affirmative, high verb.

	'Did you see my books?'	'I've just seen them.'
ibitabo	Urabóony _e ibitabo vyaanje?	Ndabíboonye.
igitabo	Urabóony _e igitabo caanje?	Ndakíboonye.
urupaapuro	Urabóony _e urupaapuro rwaanje?	Ndarúboonye.
umusózi	Urabóony _e umusózi?	Ndawúboonye.
imisézi	Urabóony _e imisézi?	Ndayíboonye.
umudúga	Urabóony _e umudúga waanje?	Ndawúboonye.
imidúga	Urabóony _e imidúga yaanje?	Ndayíboonye.
umugeenzi	Urabóony _e umugeenzi waanje?	Ndamúboonye.
abageenzi	Urabóony _e abageenzi-baanje?	Ndabáboonye.

impuúzu (sg)	Urabóony _e impuúzu yaanje?	Ndayíboonye.
impuúzu (pl)	Urabóony _e impuúzu zaanje?	Ndazíboonye.

Exercise 5b. Object prefix, affirmative, low verb.

	‡Do you need my books?‡	‡I need them.‡
ibitabo	Urakeney _e ibitabo vyaanje?	Ndabikeneye.
igitabo	Urakeney _e igitabo caanje?	Ndagikeneye.
umudúga	Urakeney _e umudúga waanje?	Ndawukeneye.
ikáraámu	Urakeney _e ikáraámu	} ryaanje? Ndarikeneye. } yaanje? Ndayikeneye.
iraáangi	Urakeney _e iraáangi ryaanje?	

[After both halves of Exercise 5 have been completed separately, they should be combined.]

Exercise 6. Object prefix Classes 11 and 9, negative verbs.

‡Have you received paper?‡	‡I haven't received it.‡
Uraroons _e urupaapuro?	Sindaruróonse.
Araroons _e urupaapuro?	Ntaruróonse.
Muraroons _e urupaapuro?	Ntitururóonse.
Bararoons _e urupaapuro?	Ntibaruróonse.
Uraroons _e ingwá?	Sindayiróonse.
Araroons _e ingwá?	Ntayiróonse.
Muraroons _e ingwá?	Ntituyiróonse.
Bararoons _e ingwá?	Ntibayiróonse.

Exercise 7. ConCORDS.

	'How many books does he need?'	'He needs four.'
ibitabo	Akeney _e ibitabo biingáahé?	Akeneye biné.
amakáraámu	Akeney _e amakáraám _u angáahé?	Akeneye ané.
abaantu	Akeney _e abaantu baangáahé?	Akeneye bané.
abashuumba	Akeney _e abashuumba baangáahé?	Akeneye bané.
abatéetsi	Akeney _e abatéetsi baangáahé?	Akeneye bané.
imáshiíni	Akeney _e imáshiíni ziingáahé?	Akeneye ziné.
amapikipiki	Akeney _e amapikipik _i angáahé?	Akeney _e ané.
ibiintu	Akeney _e ibiintu biingáahé?	Akeney _e biné.
imbáangaangwé	Akeney _e imbáangaangwé ziingáahé?	Akeneye ziné.

Exercise 8. Negative vs. affirmative with no object prefix.

	'We don't have three children.'	'We have two.'
abáana	Ntidufis _e ' abáana batatu.	Dufise babiri gusa.
barúmuna	Ntidufisé barúmuna báacu bané.	Dufise batatu gusa.
abahuúngu	Ntidufis _e ' abahuúngu bataanu.	Dufise bane gusa.
abakoóbwa	Ntidufis _e ' abakoóbwa bataandátu.	Dufise bataanu gusa.

Exercise 9. Affirmative vs. negative with object prefixes.

	'Are your siblings older than you?'	'They are not older than I.'
kuruta	Beénewáanyu barakuruta?	Ntibaandúta.
gufásha	Beénewáanyu baragúfasha?	Ntibaamfásha.
kubóna	Beénewáanyu barakúbona?	Ntibaambóna.
gutégeera	Beénewáanyu baragútegeereye?	Ntibaantegéereye.
kuroondera	Beénewáanyu barakuroondera?	Ntibaandóondera.

Exercise 10. Negative with object prefix.

	'Don't you like this book?'	'No, I don't (like it).'
gukúunda	Ntukuund _a ' iki gitabo?	Oya 'sindagikúunda.
impuúzu	Ntukuund _a ' izi mpuúzu?	Oya 'sindazikúunda.
kumesuura	Ntumesúuy _e ' izi mpuúzu?	Oya 'sindazimésuuye.
ivyaáambarwa	Ntumesúuy _e ' ibi vyaáambarwa?	Oya 'sindabimésuuye.
gukenera	Ntukenéye ibi vyaáambarwa?	Oya 'sindabikénéye.
ikeéte	Ntukenéye iri keéte?	Oya 'sindarikénéye.
kwaandika	Ntiwaandít _e ' iri keéte?	Oya 'sindaryaánditse.

[Speakers of Kirundi may differ among themselves as to whether the first word in Column 3 should be /eegó/ or /oya/.]

Exercise 11. Verb vs. singular agentive noun vs. plural agentive noun.

!Some people cook.!

!They are called cooks.!

!Do you know a good cook?!

gutéeka

Bamwé baratéeka.

Biitw_a abatéetsi.

Uráaz_i umutéetsi mwiizá?

kubaaza

Abaáandi barabaaza.

Biitw_a ababaaaji.

Uráaz_i umubaaaji mwiizá?

gucúra

Abaáandi baracúra.

Biitw_a abacúzi.

Uráaz_i umucúzi mwiizá?

kurima

Abaáandi bararima.

Biitw_a abarimyi.

Uráaz_i umurimyi mwiizá?

kugeendeesha

Abaandi barageendeesh_a imidúga.

Biitw_a abashófeéri/abadéreva.

Uráaz_i umushófeéri mwiizá?

gukóra

Bóóse barakóra.

Biitw_a abakózi.

Uraaz_i umukózi mwiizá?

Exercise 12. Reply in the negative, first using a noun object, and then using an object prefix.

'Are these languages very difficult?' ('Do these languages have a great difference?')

'They aren't very different.' ('They do not have a great difference.')

'They aren't.' ('They don't have it.')

Izi ndími zifis_e itáandukaaniro riníni?

Ntizifis'_e itáandukaaniro riníni.

Ntizirifíse.

Uráaz_i iriringara?

Siinz'_i iriringara.

'Sindaríizi.

Abavyéeyi baawe bafis_e abáana beénshi?

Ntibafis'_e beénshi.

Ntibabafíse.

Abaáandi bararuta Yohaáni?

Ntibarutá Yohaáni.

Ntibamurúta.

Abáana bató baratéeka?

Ntibateeká.

Uraroonder_a umutéetsi?

Sindoondér_a umutéetsi.

Sindamuróondera.

Shóobuj_a avug_a ururími rwáacu?

Ntavug_a' ururími rwáacu.

Ntaruvúga.

Shóobuj_a arúumv_a ururími rwáacu?

Ntiyuumv_a' ururími rwáacu.

Ntarwuúmva.

Exercise 13. Practice with concords.

Barafís_e imbáangaangwé?

Do they have bicycles?

Eegó barazífise.

Yes, they have (them).

Bafise nyiínshi?

Do they have many?

Oya bafise nké.

No, they have few.

Ni ziingáahé?

How many are [there]?

Zitaanu gusa.

Only five.

Ni níniiníni?

Are they large?

Zimwé 'ni níni, iziíndi 'ni ntó.

Some are large, others are small.

Bafise imbaáangaangwé ntóonto nké.

They have a few small bicycles.

Ndakeneye rumwé rutó.

I need one small [one].

Barafís_e ibitabo?

Do they have books?

Eegó barabífise.

Yes, they have (them).

Bafise vyiínshi?

Do they have many?

Oya bafise biké.

No, they have few.

Ni biingáahé?	How many are [there]?
Cúmi na bítaanu.	Fifteen.
Ni vyilizá?	Are they good?
Bimwé 'ni vyilizá, ibiíndi 'si vyilizá caane.	Some are good, others are not very good.
Bafis _e ivyíizá biké.	They have a few good ones.
Ndakeneye kimwé ciizá.	I need one good [one].
Barafís _e amakáraámu?	Do they have pens?
Eegó barayáfise.	Yes, they have (them).
Bafise meénshi?	Do they have many?
Oya bafise maké.	No, they have few.
N _i aangáahé?	How many are [there]?
Cúmi na rímwe gusa.	Only eleven.
Ni manínimánini?	Are they large?
Amwé 'ni maníni, ayaáandi 'ni mató.	Some are large, others are small.
Bafise maníni maké.	They have a few large ones.
Ndakeneye rimwé riníni.	I need one large one.

[The three preceding dialogues are almost, but not completely parallel to one another. Make up similar dialogues using other Kirundi nouns.]

Exercise 14. Tones after /na'/.

	sogókuru na nyógokuru	my grandfather and my grandmother
daatá waácu	nyogókuru na dáatá waácu	my grandmother and my paternal uncle
umugoré waanje	daatá waácu n _a úmugoré waanje	my father's brother and my wife
maamá	umugoré waanje na máamá	my wife and my mother
mweénewáacu	maamá na mweénewáacu	my mother and my sibling of the same sex
mushíkaanje	mweénewáacu na múshikaanje	my sibling of the same sex and my sister (I being a man)
murámwaanje	mushíkaanje na múramwaanje	my sister and my sibling-in-law

	ibiro n _a íbaánki	the office and the bank
isǒko	ibaánki n _a ísǒko	the bank and the market
ibitaro	isǒko n _a íbitaro	the market and the hospital
ingó	ibitaro n _a íingó	the hospital and the fields
umurimyí	íngó n _a úmurimyí	the fields and the farmer

umudaánda za umurimyí n_a úmudaánda za the farmer and the merchant

Practice conversation 1.

You ask a friend Ikiruúndi n_a íkinyarwaanda
 whether Kirundi bifis_e itáandukaaniro
 and Kinyarwanda riníni?
 are very differ-
 ent. You also
 ask whether
 Lingala and
 Swahili are the
 same.

´Si bimwé aríko
 bifis_e itáandukaaniro
 ritó.

Iriingara n_a ígiswaáhiri
 ´ni bimwé?

Simbiízi. Siinz_i
 iriingara.

Practice conversation 2.

Ask how many Abavyéeyi baawe bafis_e
 children your
 friend's parents abáana baangáahé?
 have, and
 whether the
 other children
 are older than
 he is.

Bafise bané.

Abaáandi barakuruta?

Eegó, nd₁
umuhérerezi wáabo.

Practice conversation 3.

Ask a friend what Umuunt_u ateeká yitwa
a person who does
cooking is ng_o ikí?
called, and
whether he knows
a good cook.

Yitw_a umutéetsi.

Uráaz₁ umutéetsi
mwiizá?

Eegó, uramuroondera?

Practice conversation 4.

You ask a friend Shóobuja avug_a ururím₁
what language
his employer ruúhe?
speaks. After
he replies,
you ask whether
his employer
doesn't speak
Rundi.

Avug_a igifaraánsa
n_a ígiswaáhirí gusa.

Ntavug_a íkíruúndi?

Ntakivúga aríkw_o
aracúumva.

Practice conversation 5.

You ask a friend S'_o abáhe?
where his
father works,
and then what
he does.

Aba mu rugó rwíiwé.

Akor_a ikí?

Ararima.

Practice conversation 6.

You ask your Umugeenzi waaw_e akor_a
friend what a
certain friend ikí?
of his does.
His reply
prompts you to
ask whether
the friend
lives in the
city.

'N_i umudaándaza.

Aba mu gisagára?

Eeg'_o ab_a i Gitéga.

UNIT 11

BASIC DIALOGUEDialogue 1.

	ga ntuú	form of address used when name doesn't come readily to tip of tongue
1A	Bwaakéeye ga ntuú!	Good morning!
2B	Bwaakéeye néezá!	Good morning!
	-zímurura (-zímuruye)	reverse of 'to lose'
	-zímira (-zímiye)	to get lost (persons)
3A	Nzimirura naazímiye.	Show me the way. I'm lost.
	-rorra (-roye)	to direct oneself toward
4B	Urora héehé?	Where are you going?
	imisiyoóni (4, 4)	mission
5A	Ndora kumisiyoóni.	I'm going to the mission.
	-komeza (-komeje)	to continue on
	-táambuka (-táambutse)	to step over, pass
6B	Komeza, utaambúk _e amabarabar _a abiri.	Go straight ahead, [and] cross two streets.
	haanyuma	after that
	-gira (-gize)	to do
7A	Haanyuma ngirée nte?	Then what should I do?
	-shika (-shitse)	to arrive
8B	Uzoob _a ushítsěho.	You'll be there. ('You will be you-having-arrived there.')

- 9A Urakóze caane. Thanks a lot!
 N_i agasaaga. Good bye!
 10B Ee. Geend_a amahóro! Well, good luck (Go well).

Dialogue 2.

- 11C Ndora ku misíyoóni. I'm going to the mission.
 12D Imisíyoón_i iríhe? Where is the mission?
 ubuseruko (14) [to the]east
 13C Iri mu buseruko bwaa It's east of the police station.
 'commissariat'.
 14D Ibiro vyaa 'province' Where are the provincial
 biríhe? offices?
 uburéengero (14) [to the]west
 15C Biri mu buréengero bw_a They're west of the market.
 ísöko.
 uruhaánde (11, 10) side, part
 ipóosíta (9, 6) post office
 16C Bir_i i ruhaánde y_a They're near the post office.
 íipóosíta.
 17D Ku biro vya 'arrondissement' Where are the offices of the
 níhe? 'arrondissement'?
 ubumanuko (14) [to the]south
 ibitaro (8, 8) hospital

18C Ni mu bumanuko bw_a íbitaro. They're south of the hospital.

Supplementary Vocabulary: Points of reference within a city.

	'Where is the bank?'	'It is west of the roadway.'
ibaánki	Ibaánk ₁ irĩhe?	Iri mu buréengero bw _a íbarabara.
imisíyoóni	Imisíyoón ₁ irĩhe?	Iri mu buréengero bw _a íbarabara.
ihóoteéri (9, 6)	Ihóoteér ₁ irĩhe?	Iri mu buréengero bw _a íbarabara.
amahóoteéri	Amahóoteéri arĩhe?	Ari mu buréengero bw _a íbarabara.
ibitaro	Ibitaro birĩhe?	Biri mu buréengero bw _a íbarabara.

inzu y _a íisaánsi	Ku nzu y _a íisaánsi nĩhe?	gasoline station
'commissaire'	Ku nzu yá 'commissaire' nĩhe?	police chief
musitaantéeri (1a) pl. baamusitaantéeri	Kuu nzu yà musitaantéeri nĩhe?	administrator
ikibaánza (7, 8)	Ikibaánza có kw iisōko kirĩhe?	square

amasaangaanzira (6)	Amasaangaanzira arĩhe?	intersection
uruseengero (11, 10)	Uruseengero rurĩhe?	church
iseengero (5 or 9, 10)		

1. A note on imperatives.

The imperative consists of the imperfective stem of a verb, with or without an object prefix:

Komez̄a.	‘Continue on [in the direction].’
Geend _a amahóro.	‘Go well.’
Nzimurura.	‘Show me the way.’ (‘Unlose me.’)

In the imperative, high and low verbs alike have low tone.

The imperative forms are suitable for requests between equals. They are also used for perfunctory commands and requests such as the ones cited above. For real requests, however, greater courtesy calls for the use of the negative conditional. One such form has already been met:

Ntiwoosubir̄amwo?	‘Please repeat.’ (‘Wouldn’t you repeat?’)
-------------------	-------------------------------------------

In these forms also, there is no distinction between high and low verbs, both having low tones. [For practice, see Exercises 1, 6.]

2. A note on the copular forms used in specifying locations.

In sentences which specify or ask about the locations of things, the word which follows the subject may be the defective /-ri/ with a subject prefix, or it may be /ni/, which has no

prefix. Both are usually translated 'is'. If the subject is a noun with no preceding locative prefix, the copular form is subject prefix plus /ri/. If the noun is preceded by a locative, /ni/ is used:

Ibiro...biríhe?

Where is the office?

Ku biro...níhe?

Where is [the area of] the office?

Note also the tonal difference.

[For practice, see Exercises 6, 7.]

3. The negative imperative.

The dialogues for this unit contain no examples of the negative counterparts of imperative forms. Such forms are:

´Ntuúgaruke háno. 'Don't (you sg.) return here.'

´Ntimúgaruke háno. 'Don't (you pl.) return here.'

The underlined words are in fact negative subjunctives (Unit 18, Note 1). Note the placement of high tone when the subject prefix begins with a consonant (e. g. /´ntimúgaruke/) and when it does not (/e. g. /´ntuúgaruke/). [For practice, see Exercises 3-5.]

Exercise 1. Requests, using either the imperative or the negative conditional forms.

´Begin to work.'

´Please begin to work.'

gutáangura Taangura gukóra.

´Ntiwootaangura gukóra?

kugeenda Geenda kwíiga.

´Ntiwoogeenda kwíiga?

kugaruka Garuk_a ubu.

´Ntiwoogaruk_a ubu?

gusúbiira	Subiira kuvúga.	´Ntiwoosubiira kuvúga?
kuja	Ja $\left\{\begin{smallmatrix} kw \\ mw \end{smallmatrix}\right\}$ iisŏko.	´Ntiwooja $\left\{\begin{smallmatrix} kw \\ mw \end{smallmatrix}\right\}$ iisŏko?
gufásha	Mfasha kurima.	´Ntiwoomfasha kurima?
kuroondera	Roonder _a igitabo caanje.	´Ntiwooroonder _a igitabo caanje?

Exercise 2. Locative questions and answers with and without /ku-/.

	‘Where is the mission?’	‘It is next to the market.’
imisíyoóni	Imisíyoón _i iríhe?	Ir _i iruhaánde y _a ísŏko.
ku misíyoóni	Ku misíyoóni níhe?	N _i iruhaánde y _a ísŏko.
ibitaro	Ibitaro biríhe?	Bir _i iruhaánde y _a ísŏko.
ku bitaro	Kubitaro níhe?	N _i iruhaánde y _a ísŏko.
amahóoteéri	Amahóoteér _i aríhe?	Ar _i iruhaánde y _a ísŏko.
ku mahóoteéri	Ku mahóoteéri níhe?	N _i iruhaánde y _a ísŏko.
musitaanteéri	Ku nzu ya musitaan- téeri níhe?	N _i iruhaánde y _a ísŏko.
ikibaanza	Ikibaánza kiríhe?	Kir _i iruhaánde y _a ísŏko.

Exercise 3. Infinitive vs. negative imperative (pl.).

‘We want to return here.’	‘Don’t return here.’
Dushaaka kugaruka háno.	´Ntimúgaruke háno.
Dushaaka kuja i muhíra.	´Ntimúj _e i muhíra.

Dushaaka kugeenda ku kibaánza.	´Ntimúgeenda ku kibaánza.
Dushaaka gutáangura gukóra.	´Ntimútaangure gukóra.
Dushaaka gusúbira kuvúga.	´Ntimúsubire kuvúga.
Dushaaka gutáambuk _a ibarabara.	´Ntimútaambuk _e ibarabara.
Dushaaka kwíiga.	´Ntimwíige.

Exercise 4. Infinitive vs. negative imperative (sg.).

‘I want to begin to work.’	‘Don’t begin to work.’
Nshaaka gutáangura gukóra.	´Ntuútaangure gukóra.
Nshaaka kugeenda ku kibaánza.	´Ntuúgeende ku kibaánza.
Nshaaka kuj _a i muhíra.	´Ntuúj _e i muhíra.
Nshaaka kugaruka háno.	´Ntuúgaruke háno.
Nshaaka gusúbira kuvúga.	´Ntuúsubire kuvúga.
Nshaaka gutáambuk _a ibarabara.	´Ntuútaambuk _e ibarabara.
Nshaaka kwíiga.	´Ntiwíige.

Exercise 5. Negative imperative (singular vs. plural).

‘Don’t [you (sg.)] study!’	‘Don’t [you (pl.)] study!’
´Ntiwíige.	´Ntimwíige.
´Ntuúsubire kuvúga.	´Ntimúsubire kuvúga.
´Ntuúgaruke háno.	´Ntimúgaruke háno.
´Ntuúj _e i muhíra.	´Ntimúj _e i muhíra.
´Ntuúgeende ku kibaánza.	´Ntimúgeende ku kibaánza.

ʼNtuútaambuk_e ibarabara.

ʼNtimútaambuk_e ibarabara.

ʼNtuútaangure gukóra.

ʼNtimútaangure gukóra.

Exercise 6. Places within a city; a new use of the participial.

Ushítse ku misíyoóni, ukoméze.

When you (sg.) have arrived
at the mission, continue
on.

Ushítse kuu baánki ukoméze.

When you (sg.) have arrived
at the bank, continue on.

Utáambutse kuu baánki ukoméze.

When you (sg.) have passed
the bank, continue on.

Utáambuts_e ku mahóoteéri ukoméze.

When you (sg.) have passed
the hotels, continue on.

Mútaambutse ku mahóoteéri mukoméze.

When you (pl.) have passed
the hotels, continue on.

Mútaambuts_e ibarabara mukoméze.

When you (pl.) have passed/
crossed the street, con-
tinue on.

Atáambuts_e ibarabar_a akoméze.

When he has passed/crossed
the street, he should
continue on.

Atáambuts_e ibitar_o akoméze.

When he has passed
the hospital, he should
continue on.

Dútaambuts_e ibitaro dukoméze.

When we have passed
the hospital, we are to
continue on.

Dúshitse ku bitaro dukoméze.

When we have arrived at the hospital, we are to continue on.

Dúshitse kw iihóoteéri dukoméze.

When we have arrived at the hotel, we are to continue on.

Dúshitse ku ruseengero dukoméze.

When we have arrived at the church, we are to continue on.

Dúshitse kw iisèengero dukoméze.

When we have arrived at the church, we are to continue on.

Dúshitse kuu nzu y_a ísaánsi dukoméze.

When we have arrived at the gasoline station, we are to continue on.

Exercise 7. Vowel length with locative vs. vowel length with possessive.

	'I'm going to the bank.'	'Our house is south of the bank.'
ibaáŋki	Ndora kuu baáŋki. kw iibaáŋki.	Inzu yáac _u iri mu bumanuko bw _a íbaáŋki.
ihóoteéri	Ndora kuu hóoteéri. kw iihóoteéri.	Inzu yáac _u iri mu bumanuko bw _a íihóoteéri.
amahóoteéri	Ndora ku mahóoteéri.	Inzu yáac _u iri mu bumanuko bw _a ámahóoteéri.
inzu yáanyu	Ndora kuu nzu yáanyu.	Inzu yáac _u iri mu bumanuko bw _a ínzu yáanyu.

ibitaro	Ndora ku bitaro.	Inzu yáac _u iri mu bumanuko bw _a íbitaro.
ibiro yaanje	Ndora ku biro yaanje.	Inzu yáac _u iri mu bumanuko bw _a íbiro yaanje.
ikibaánza	Ndora ku kibaánza.	Inzu yáac _u iri mu bumanuko bw _a íkibaánza.
iseengero	Ndora kw iiseengero.	Inzu yáac _u iri mu bumanuko bw _a íseengero.
uruseengero	Ndora ku ruseengero.	Inzu yáac _u iri mu bumanuko bw _a úruseengero.
ipóosíta	Ndora kuu póosíta. kw iipóosíta.	Inzu yáac _u iri mu bumanuko bw _a íipóosíta.
'commissariat'	Ndora kuu 'commis- sariat'. (kw ii'commissariat')	Inzu yáac _u iri mu bumanuko bwaa 'commissariat.'

Practice conversation.

Excuse me. Mbabarira.

I'm lost. Please Naazímiye. 'Ntiwoonzimurura?
straighten me
out.

Urora héehé?

I'm going to
the police
station.

Ndora kuu 'commissariat'.

Taambuk_a amabarabar_a
atatu.

Then what do
I do?

Haanyuma ngirée nte?

Utáambutse iryaagátat_u
uzoob_a ushítsěho.

Thank you
very much!

Urakóze caane.

Good bye.

N_i agasaaga.

Ee. Geend_a amahóro.

UNIT 12

BASIC DIALOGUE

- 1A Aha 'nihó ngishik' _a i I've just arrived in Usumbura.
Bujuumbura.
- 2A Ndoonder _a uwoómfasha. I'm looking for someone who
gúte might help me.
to do how?
- 3B Uroonder _a uúgufasha ku- You are looking for someone
gira gúte? who will help you to do what?
-menyeera to be accustomed to
(-menyereye)
- 4A Sindáamenyeer _a i I don't know Usumbura yet.
Bujuumbura.
- 5B Ukeney _e ikí nóoné? Then what do you need?
- 6A Nkeney _e ibiintu I need a lot of things.
vyiínshi.
- 7B Nooné noogufashaá nte? Well, how might I help you?
-tabaara (-tabaaye) to help
-éreka (-éretse) to show
inzira (9, 10) way, path
- 8A Ntabaara, unyerék _e Help me please, show me the
inzir _a ijá ku way (which goes) to the
mahóoteéri. hotels.

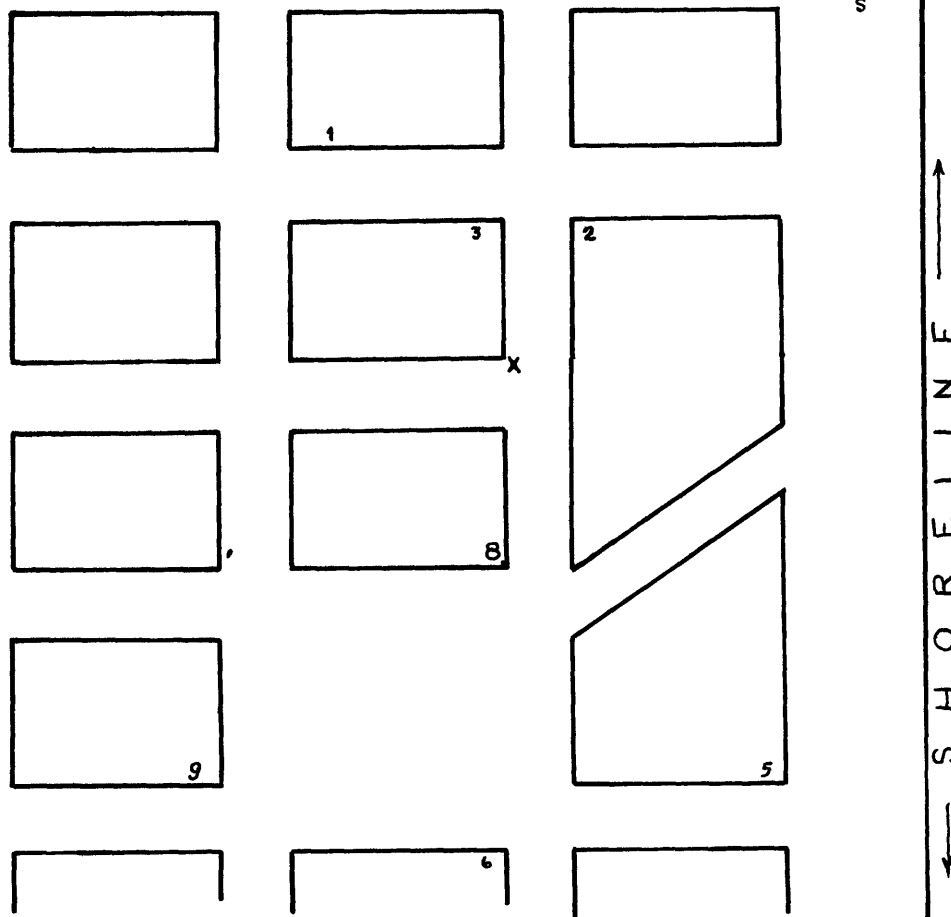
- 9B Ushaaka gushikăyo ryáarí? When do you want to get there?
 -shóboka (-shóbotse) to be possible
- 10A Vuba, bíshobotse. As soon as possible.
 -fata (-fashe) to take, get
- 11B Fata itagisi. Take a taxi.
 -ca (-ciiye) to turn, cut
 -mara (-maze) to finish, spend time
 i bŭryo or: i buryó to the right
- 12B Umáze gushikiir_a When you get to the big
 ibarabara riníni, avenue, go to the right.
 uc'_e i buryó.
 -réengaana (-réengaanye) to pass
 -hiindikira to turn
 (-hiindukiye)
 -i bubaámfu to the left
- 13B Uréngaany_e inzu When you have passed by six
 zitaandátu, uhiindúkirir_e houses, turn left.
 i bubaámfu.
 -bá (-báaye) to be
- 14B Ibaánk_i izooba ir'_i i The bank will be on your
 buryó bwaawe. right.
 -saanga (-saanze) to find, watch

nyuma (9, 10)

behind

15B Ihóteéri uyisaang_a i
nyuma y_a íbaánki.

You [ʃll] find the hotel
behind the bank.



- | | |
|--------------------|---------------|
| 1. ku radio | 5. ku kivuko |
| 2. Hotel Tanganika | 4. Savonnerie |
| 3. ibitaro | 7. ku kiyaga |
| 6. Luvenco | 8. Paguidas |
| | 9. Platarundi |

[A map of a part of a fictional city in Burundi.]

Supplementary dialogues.

In order to acquaint the student with a wide range of possible replies to his requests for street directions, this Unit contains a larger number of supplementary dialogues than the preceding Units, but has no separate section for Supplementary Vocabulary.

Point X to Point 1 on the map

-kúrikira (-kúrikiye)	to follow
-gana (-ganye)	to direct toward
uburáaruuko (14)	the north

Ukurikir_a iri barabara ugána You follow this street north.
mu buráaruuko.

Utáambutse rĩry_a, uc_a ubón_a When you cross that one [pointing]
inzu yaandítsekó 'Radio'. you'll see a building where
is written 'Radio'.

kurí	to
i bubaámfu	on the left

Ni kur_i uru ruhaánde rw_a It's to the left.
i bubaámfu.

Point X to Point 2

Ntiwoonyerek_a ahó Hoteéri Would you please show me where
Tanganik_a irí? the Tanganika Hotel is?

haákurya	on the other side
Ni iy _o uboná haákurya y _a íbarabara.	It's that one [that] you can see on the other side of the street.
umuryáango (3, 4)	door
Umuryáango uri ku ruúndi ruhaánde.	The entrance is on the other side.

Point X to Point 3

Ntiwoonzimurura?	Would you please give me directions?
Uroráhe?	Where are you going?
Ndora ku bitaro.	I'm going to the hospital.
N _i aaha nyéne.	It's right here.
imbavu (9, 10)	side of building
hiírya	the opposite side from this
Umuryáang _o uri muu mbavu zõ hiírya.	The entrance is on the opposite side.

Point X to Point 6

Naja kurí 'Luvinco' aríko naazímiye.	I was going to 'Luvinco', but I got lost.
Ntiwoohaanyereka?	Would you please show it to me?
amaróra	toward

Kurikir_a iri barabar_a amaróra Follow this street south.
mu bumanuko.

heépf_o below

Iri heépf_o y_a íkibaánza. It's below the square.

Point X to Point 5

Twaaja ku kivuk_o aríko We were going to the port, but
twaazímiye. we got lost.

Ntiwoohatweereka? Would you show it to us?

Mukomez_a iri barabara múja You continue on this street
mu bumanuko. [and] go south.

Múgiye kuréengaan_a ikibaánza When you have passed the
muc_e i bubaámfu. square, you turn left.

-héra (-héze) to end

~óóse all

Niyó_i nz_u iherá zóós_e i It is the last building on the
bubaámfu. left (the building which ends
all on the left).

1. A note on relative verb forms.

In Kirundi, as in English or French, a verb with its objects may be used as a modifier of a substantive. In European languages, this is done by using a special relative pronoun at the beginning of the clause. Kirundi is quite different:

Iyi nzir _a ija ku misíyoóni.	This road goes to the mission.
iyi nzir _a ijá ku misíyoóni...	this road that goes to the mission...
Izi nzu zihera zóóse i bubaámfu.	These buildings end all on the left.
izi nzu zihera' zóóse i bubaámfu...	the buildings which end all on the left...

The words /ijá/ and /zihera'/ in these examples are RELATIVE verb forms, in contrast to /ija/ and /zihera/, which are indicative, and also in contrast to /zíhera/ which is participial. (The forms with the stem /-ja/ are parts of a defective paradigm).

In general, relative forms of the immediate tense have high tone on the postradical syllable. This is the same tonal pattern that was found on the immediate negative indicative forms in Unit 4. Note that the monosyllabic stem /ja/, which has no postradical syllable, has high tone on the stem itself.

Relative forms are used when a verb is used as a modifier of a substantive. Relative verbs have no separate disjunct forms. [For practice with relative forms of verbs, see Exercises 1-5 and 7-8.]

2. Relative pronouns.

The dialogue for this unit contains the following expressions:

...ahó Hoteéri T. irí.	(there) where the Hotel T. is.
Ni iy _o uboná...	It is that one, [that] you see...

cf. Ni iý uboná... It's the one [that] you see...

The relative clauses in these examples do not modify nouns which are present in these sentences. In place of the nouns, and indicating the classes of the nouns, are the forms which have been underlined. They will be called RELATIVE PRONOUNS (Meeussen § 371 'precessives'). The relative pronoun for each class is just like the distal demonstrative (Unit 3, Note 2), except for the tone on the final syllable: /iyó/ vs. /iyó́/, for example. [For practice, see Exercise 4.]

Exercise 1. Relative forms of some familiar verbs.

'A person who cooks is called a cook.'

gutéeka	Umuunt _u ateká yilitw _a umutéetsi.
gucúra	Umuunt _u acurá yilitw _a umucúzi.
kubaaza	Umuunt _u abaazá yilitw _a umubaaaji.
kurima	Umuunt _u arimá yilitw _a umurimyí.
kuvoma	Umuunt _u avomá yilitw _a umuvomyí.
gutéeka	Abaantu bateeká biitw _a abatéetsi.
kwíiga	Abaantu biigá biitw _a abiigiishwa.
kugeendeesha	Abaantu bageendéesh _a imidúga biitw _a abashófeéri.
kwaandikiisha	Abaantu baandíkiish _a imáshiíni biitw _a abakáraáni.

Exercise 2. Another use of relative forms: 'who(sg.)?'

('It is who(sg.) who speaks Kirundi?')

kuvúga	´Niind _e ´ avug _a ´ ikiruúndi?	Who speaks Kirundi?
kwaandika	´Niind _e ´ yaandík _a abaantu?	Who signs people in/up?
gusoma	´Niind _e ´ asom _a ´ icóongerezá?	Who reads English?
kumenya	´Niind _e ´ az _i ´ urubáangaangwé?	Who knows [how to ride] a bicycle?
kwííga	´Niind _e ´ yiig _a ´ igiswáahĩri?	Who is studying Swahili?
kumesuura	´Niind _e ´ amesúur _a ´ impuúzu?	Who washes clothes?

Exercise 3. Relative forms with 'who(pl.)'

kuvúga	´Nibaandé bavug _a ´ ikiruúndi?	Who (pl.) speak s Kirundi?
--------	-------------------------------------------	------------------------------------------

kwaandika, gusoma, -zi, kwííga, kumesuura, kugoroora.

Exercise 4. Sentences (Col. 2) that contain relative pronouns.

'Where is the hotel?'

'Please tell us where the hotel is.'

Ihóoteér_i irĩhe?

Ntiwootwerek_a ah_o´ ihóoteéri irí?

Imbáangaangwé záacu zirĩhe?

Ntiwootweerek_a ah_o´ imbáangaangwé záacu zirí?

Ibiri vyíiwé biríhe?

Ntiwootweerek_a ah' ibiro vyíiwé birí?

Umudúga waawe uríhe?

Ntiwootweerek_a ah' umudúga waaw_e urí?

Imfúra yáacu iríhe?

Ntiwootweerek_a ah' imfúra yáac_u irí?

Ingwá záacu ziríhe?

Ntiwootweerek_a ah' ingwá záacu zirí?

Iraángi ryáacu riríhe?

Ntiwootweerek_a ah' iraángi ryáacu rirí?

Ikáraámu ryáacu riríhe?

Ntiwootweerek_a ah' ikáraámu ryáacu rirí?

Amakáraámu yáac_u aríhe?

Ntiwootweerek_a ah' amakáraámu yáac_u arí?

Exercise 5. Affirmative indicative vs. negative indicative vs. affirmative relative.

'Does this path go to town?'

'This [one] doesn't go to town.'

'Please show me the path that goes to town.'

Iyi nzir_a ija mu gisagára?

Iyí ntiijá mu gisagára.

Ntabaar_a unyerék_e inzir_a ijá mu gisagára.

Uyu mukáraán_i akora muu 'commissariat'?

Uyu 'ntakorá muu 'commissariat'.

Ntabaar_a unyerék_e umukáraán_i akorá muu 'commissariat'.

Iyi tagis_i iraziimbuutse?

Iyi 'ntiziimbúutse.

Ntabaar_a unyerék_e itagis_i iziimbúutse.

Uyu mubooy_i amesuur_a impuúzu?

Uyu 'ntamesúur_a impuúzu.

Ntabaar_a unyerék_e umubooy_i amesúur_a impuúzu.

Iki gitabo kiróoroshe?

Iki 'nticooróshe.

Ntabaar_a unyerék_e igitabo cooróshe.

Ukor_a aka kazi?

Aka 'sikó nkorá.

Ntabaar_a unyerék_e akaz_i ukorá.

Exercise 6. Affirmative vs. negative instructions.

'Turn to the right.'

'Don't turn to the left.'

guhiindikira 'Hiindikirir_a i buryó.

'Ntuúhiindikirir_e i

bubaámfu.

kugeenda 'Geend_a i buryó.

'Ntuúgeend_e i bubaámfu.

uburáaruuko 'Geenda mu buráaruuko.

'Ntuúgeende mu bumanuko.

kujá 'Ja mu buráaruuko.

'Ntuúje mu bumanuko.

ubuseruko 'Ja mu buseruko.

'Ntuúje mu buréengero.

Exercise 7. Indicative vs. relative tone patterns on /-ri/ 'be'.

i nyuma	Ihóoteér _i ir _i i nyuma y _a íbaánki.	The hotel is behind the bank.
	Inz _u ir _i i nyuma y _a íbaánki 'ni ihóoteéri.	The building which is behind the bank is a hotel.
isŏko	Ihóoteéri ir _i i nyuma y _a ísŏko.	The hotel is behind the market.
	Inz _u ir _i i nyuma y _a ísŏko 'ni ihóoteéri.	The building which is behind the market is a hotel.
ubŭryo	Ihóoteéri ir _i i buryó bw _a ísŏko.	The hotel is to the right of the mar- ket.
	Inz _u ir _i i bŭryo bw' _a isŏko 'ni ihóoteéri.	The building which is to the right of the market is a hotel.
íkibaánza	Ihóoteéri ir _i i nyuma y _a íkibaánza.	The hotel is behind the square.
	Inz _u ir' _i inyuma y _a íkibaánza 'ni ihóoteéri.	The building which is behind the square is a hotel.
haákurya	Ihóoteéri iri haákurya y _a íkibaánza.	The hotel is beyond the square.
	Inz _u iri haákurya y _a íkibaánza 'ni ihóoteéri.	The building which is beyond the square is a hotel.
íkivuko	Ihóoteéri iri haákurya y _a íkivuko.	The hotel is beyond the port.

	Inz _u irí haákurya y _a íkivuko 'ni ihóoteéri.	The building which is beyond the port is a hotel.
heépfó	Ihóoteéri iri heépfó y _a íkivuko.	The hotel is near [on the lower level] the port.
	Inz _u iri heépfó y _a íkivuko 'ni ihóoteéri.	The building which is [on the lower level] near the port is a hotel.
[NB Absence of high tone on the 'relative' use of /iri/ in the second sentence of each line in Exercise 7.]		
Exercise 8. Indicative affirmative vs. relative indicative vs. negative indicative.		
Ibi bitabo biróoroshe?		Are these books easy?
Turakeney _e ibitabo vyooróshe.		We need easy books.
Ibi 'ntivyooróshe.		These are not easy.
Izo ndími ziragooye kwíiga?		Are these languages hard to study?
Turakeney _e indími zigooyé.		We need difficult languages.
Izi 'ntizigooyé.		These are not difficult.
Aya mapikipik ₁ araziimbuutse?		Are these motorcycles cheap?
Turakeney _e amapikipiki aziimbúutse.		We need cheap motor- cycles.
Aya 'ntaziimbúutse.		These are not cheap.
Izi mpuúzu ziramesuuye?		Are these clothes washed?
Turakeneye impuúzu zimesúuye.		We need washed clothes.
Izi 'ntizimesúuye.		These are not washed.

Aya makeét_e arahwahutse?

Dukeney_e amakeét_e ahwahútse.

Aya 'ntahwahútse.

Iyi máshiíni yaandika néezá?

Dukeney_e imáshiíni yaandíka néezá.

Iyi 'ntiyaandíka néezá.

Izi mpuúzu ziraziimbuutse?

Dukeney_e impuúzu ziziimbúutse.

Izi 'ntiziziimbúutse.

Uyu mudúg_a ugeenda néezá?

Dukeney_e umudúg_a ugeendá néezá.

Uyu 'ntugeendá néezá.

Uyu muboóy_i arakora caane?

Dukeney_e umuboóy_i akorá caane.

Uyu 'ntakorá caane.

Are these letters light?

We need light letters.

These are not light.

Does this typewriter write well?

We need a typewriter that writes well.

This one doesn't write well.

Are these clothes cheap?

We need cheap clothes.

These are not cheap.

Does this car go well?

We need a car which goes well.

This one does not go well.

Does this cook work hard?

We need a cook who works hard.

This one does not work hard.

UNIT 13

BASIC DIALOGUE

	-téembeera (-téembereye)	to travel around
1A	Nshaaka gutéembeera mur _i iyi miísi.	I want to travel around during these [next] few days.
2B	Uzooteembeerera héhé? -menya	Where are you going to travel? to know
3A	Sindáahamenya. urugeendo (11, 10) kure	I don't know where yet. journey far
4B	Uzoofat _a urugeendo rwa kure?	Are you going to [under]take a long trip ('a trip of far')?
5A	Oya, nzooteembeera mu ma 'provinces' ya háafi ya Bujuumbura. héhé	No, I'm going to travel in the provinces in the neighborhood of Usumbura. where?
6B	Uzoogarukira héhé?	Where are you going?
7A	Siinzi... -jaana na... (-jaanye na...)	I don't know. to go together with
8B	Uzoojaana naánde?	Who are you going with?
9A	Nzoojaana n _a úmugeenzi.	I'm going to go with a friend.

2. The driver of a company truck sees his friend John on the streets of the city.

	we	you,---!
	-tégeera (-tégeereye)	to wait
10C	Yohaáni we, utegeereye _e ikí?	Hey John, what are you waiting for?
11D	Ntegereye _e umudúga wó kuj _a i Gitéga.	I'm waiting for a car to go to Gitega.
	-rorera (-rorereye/ -rorereye)	to wait
	mugábo	but
	-há (h→p after m)	to give
	amafaraánga/amafaraanga	money, francs
12C	Roreera ndakujaana, mugáb _o uraámp _a amafaraanga. (or:... urámp _a ...)	Wait, I'll take you, but you'll pay me (money).
	-va (-vuuye)	to go from
13D	Kuva háno kugerăyo 'n _i aangáahé?	How much is it from here to (get) there?
14C	'Si meénshi, 'ni miroong _o itaanu gusa.	It's not much. It's just 50 [F].

- 15D Mbég_a ubon_a ar'_i urugeendo How much of a trip do you
 ruungăna gúte? think it is?
 ikilomeetéro (7, 8) kilometer
 ijana (5, 6) hundred
- 16C 'Har_i ibilomeetéro haáf'_i It's close to 117 kilometers.
 ijana na cúmi n_a
 índwi.
 -híta (-híse) to take, bring in passing
- 17D Uráb_a umpítana. You'll be picking me up.
- 3.
- 18E Nshaaka kuj_a i Kigári. I want to go to Kigali. How
 Umuunt_u agerăyo gúte? does a person get there?
- 19F Har_i inzira zitatu zó There are three ways [of]
 kuhaja. to go there.
- 20E N_i iziíhe? What ('which') are they?
 'caanké or
 ikamyo (9, 10 or 6) truck
 indeége (9, 10) airplane
- 21F Ushobora kugeenda n_a You can go by ('with') truck,
 íkamyo, 'caanké or taxi, or plane.
 tagisi, 'caank'_e
 indeége.

	umwaánya (3, 4)	period of time
22E	Umuunt _u amar _a umwaány _a unganá gúte muu nzira?	How long (‘a period of time which equals what!’) does a person spend en route?
23F	N _a íkamyó n _i amasáha haáf _i umunaáni.	By truck it is about 8 hours.
24F	Na tàgisi, ‘ni haáf _i amasah _a ’ ataanu. umunóta (3, 4) or: umunŭta	By taxi it is about 5 hours.
25F	N _a índeége n _i iminŏta haáfi miroongw _o ibiri n _a íítaanu.	minute By plane it is about 25 minutes.
26E	Urakóze.	Thank you!
27F	Uzoogeenda ryáarí?	When are you going to leave?
28E	Nzoogeenda hírya y _a eéjo.	I’m going the day after to- morrow. (‘the other side of tomorrow!’)
29F	Uzoomar _a igihe kiingan _a ik _i ’ i Kigáli?	How long will you be gone? (‘How much time will you spend en route?’)
30E	Nzoomara nk _a úukwéezi.	I’m going to spend about a month.

1. A note on the non-immediate future tense.

This unit contains several examples of a future tense:

Uzootembeerera hééhé? Where are you going to
travel?

Uzoojaana naánde? With whom will you go?

The formal representation of this tense is by means of the prefix /-zoo-/ and an appropriate tonal pattern on the stem. In the affirmative indicative, that tonal pattern is the low one: all syllables of the stem have low tone. In the other moods, and in the negative indicative, the stem has high tone on the root syllable.

The meaning of the /-zoo-/ tense is 'non-immediate future.' In general, this tense is not used for a future earlier than tomorrow, but under some circumstances it may be used where the meaning is clearly future today. An example is found in Dialogue 11, Stc. 19:

Uzoob_a ushítsěho. You'll have arrived there.

The tense prefix /-zoo-/ may be thought of as having a basic high tone except in the affirmative indicative, but this high tone is not realized after another high tone:

´Ntituzóogufásha We won't help you.

´Ntazóogufásha He won't help you.

but... ...´ntazoogufásha. ...he won't help you.

If as in the last of these examples, the 'provisional' high tone (Unit 1, Note 8) of /nta/ is pronounced high, the high tone of /-zoo-/ is not pronounced. [For practice, see Exercises 1-4 and 7-9.]

Exercise 1. Infinitive vs. future, 1 sg. affirmative.

gutéembeera	Nshaaka gutéembeera.	Nzootembeera mur ₁ ' iyi miísi.
kuduuga	Nshaaka kuduuga.	Nzooduuga mur ₁ ' iyi miísi.
gushika	Nshaaka gushikăyo.	Nzooshikayó mur ₁ ' iyi miísi.
guhiindukira	Nshaaka guhiindukira.	Nzoohiindukira mur ₁ ' iyi miísi.

Exercise 2. Infinitive vs. future, 3 pl. affirmative.

gufásha	Bashaaka kugúfasha.	Bazoogufash _a ějo.
gufáta	Bashaaka gufát _a amafaraanga meénshi.	Bazooyafat _a ějo.
kurora	Bashaaka kurorăhe?	Bazoororáh _e ějo.
kubóna	Bashaaka kutúbona.	Bazootubon _a ějo.
kujaana	Bashaaka kutujaana.	Bazootujaan _a ějo.

Exercise 3. Infinitive vs. future, 3 sg. negative.

'He wants to travel, but he won't travel in the next few days.'

gutéembeera	Ashaaka gutéembeera, aríko 'ntazootéembeera mur ₁ ' iyi miísi.
kuduuga/ kudúuga	Ashaaka kuduuga, aríko 'ntazoodúuga mur ₁ ' iyi miísi.

kwííga Ashaaka kwííga, aríko 'ntazookwííga...
'ntaziíga...

guhiindukira Ashaaka guhiindukira, aríko 'ntazoo híindukira...

Exercise 4. Infinitive vs. future, 1 pl. negative.

'We want to help you...'

Dushaaka kugúfasha, aríko 'ntituzóogufásha mur_i' iyi miísi.

Dushaaka kukujaana, aríko 'ntituzóokujáana...

Dushaaka kuduuga, aríko 'ntituzóodúuga...

Dushaaka kukúbona, aríko 'ntituzóokubóna...

Exercise 5. Verbs after /-roreera/ 'to wait'

'Wait and I'll be back.'

kuroreera Roreera ndagaruka.

umwiígiisha Roreer_a umwiígiish_a aragaruka.

kugúfasha Roreer_a umwiígiish_a aragúfasha.

shóobuja Roreera shóobuj_a aragúfasha.

kwéereka ubúryo Roreera shóobuj_a arakwéerek_a ubúryo.

abaáandi Roreer_a abaáandi barakwéerek_a ubúryo.

Exercise 6. Longer sentences after /rorera/.

jeewé	Roreera ndakujaana mugáb _o uraámp _a amafaraanga.
bó	Roreera barakujaana, mugáb _o urabáh _a amafaraanga.
tweebwé	Roreera turakujaana, mugáb _o uradúh _a amafaraanga.
umushófeéri	Roreera arakujaana, mugáb _o uramúh _a amafaraanga.

Exercise 7. The /-zoo-/ tense: indicative negative with various kinds of subject prefixes, and relative affirmative.

'You won't help him.'

'The boss won't help him.'

'Others won't help him.'

'Who will help him?'

kumúfasha

'Ntuzóomufásha.

Shóobuja 'ntazóomufásha.¹

Abaándi 'ntibazóomufásha.

Niind'_e azóomufásha?

gufáta urugeendo

'Ntuzóofát_a urugeendo.

Shóobuja 'ntazóofát_a urugeendo.

Abaándi 'ntibazóorufáta.

Niind'_e azóorufata?

kwííga

'Ntúziíga.

Shóobuja 'ntàziíga.

Abaándi 'ntibaziíga.

Niind'_e aziíga?

1 Remember that if the provisional high tone is pronounced on /nta-/, then /-zoo-/ has low tone. (Unit 1, Note 8).

gukúrikira iri barabara 'Ntuzóokúrikir_a iri barabara.

Shóobuja 'ntazóorikúrikira.

Abaándi 'ntibazóorikúrikira.

Niind'_e azóorikúrikira?

kuzímira 'Ntuzóozímira.

Shóobuja 'ntazóozímira.

Abaándi 'ntibazóozímira.

Niind'_e azóozímira?

gutáangura 'Ntuzóotáangur_a ějo.

Shóobuja 'ntazootáangur_a ějo.

Abaándi 'ntibazóotáangur_a ějo.

Niind'_e azóotáangur_a ějo?

kuja kw iisŏko 'Ntuzóojá kw iisŏko.

Shóobuja 'ntazóojáyo.

Abaándi 'ntibazóojáyo.

Niind'_e azóojáyo?

Exercise 8. Pairs of short sentences combined into a single longer sentence.

Uzooja mu buráaruuko?

Uzooja mu bumanuko?

Uzooja mu buráaruuko 'caanké mu bumanuko?

'Will you go north, or south?'

Dushobora kugeenda n_a úmudúga.

Dushobora kugeenda n_a íkamyó.

Dushobora kugeenda n_a úmudúga 'caanké n_a íkamyó.

'We can go by car, or by truck.'

Ukuund $_a$ inzira ngúfi?

Ukuund $_a$ inzira ya kùre?

Ukuund $_a$ inzira ngúfi 'caanké' iya kure?

'Do you like the short road, or the long one?'

Azoomar $_a$ umwaánya muníni muu nzira?

Azoomar $_a$ umwaánya mutó muu nzira?

Azoomar $_a$ umwaánya muníni 'caanké mutó muu nzira?

'Will he be a long time, or a short time, on the way?'

Murámwaawe 'n $_i$ umusóre?

Murámwaawe 'n $_i$ umugabo?

Murámwaawe 'n $_i$ umusóre 'caanké 'n $_i$ umugabo?

'Is your wife's brother a bachelor, or a [married] man?'

Exercise 9. Time expressions after /nka-'/ 'about'.

'I'll spend about two months on the road.'

Nzoomara nk $_a$ úukwéezi muu nzira.

kabiri Nzoomara nk $_a$ áaméezi abiri muu nzira.

umwáaka Nzoomara nk $_a$ íimyáak $_a$ ibiri muu nzira.

rimwé	Nzoomara nk _a úumwáaka muu nzira.
iyiínga	Nzoomara nk _a íiyiínga muu nzira.
gatatu	Nzoomara nk _a ámayiíng _a atatu muu nzira.
umuúsi	Nzoomara nk _a ímiís _i itatu muu nzira.
rimwé	Nzoomara nk _a úmuúsi muu nzira.
isăha	Nzoomara nk _a ísahá muu nzira.
gataanu	Nzoomara nk _a ámasah _a ataanu muu nzira.

Exercise 10. Concords with /-ó/ before an infinitive.

Umuuntu yuubak _a inzu gúte?	How does a man build a house?
Har _i uburyó bwiínshi bwó kwuúbak _a inzu.	There are many ways to build a house.
Uráaz _i uburyó bwiizá bwó kwuúbaka?	Do you know the best ('a good') way to build a house?
Kuv _a ah _a umuunt _u ashika ku bitaro gúte?	From here how does a man get to the hospital?
Har _i inzira nyiínshi zó kuhashika.	There are many ways to get there.
Uráaz _i inzira ngúfi yó kuhashika?	Do you know the shortest road to get there?

Umuunt _u amesuur _a impuúzu gúte?	How does one wash clothes?
Har _i uburyó bwiínshi bwó kumesuura.	There are many ways to wash clothes.
Uráaz _i uburyó bwiizá bwó kumesuura?	Do you know the best way of washing clothes?

Exercise 11. Distance and time of travel. [Students' books should be open to the map (p.63).]

'How many kilometers is it from Bujumbura to Gitega?'

'It's almost 120 km.'

'How long does it take to get there?'

'Three hours.'

Kuv_a i Bujuumbura kuj_a i Gitéga har_i ibiromeetéro biingáhé?

Ni haáf_i ijana n_a ímíroong_o ibiri.

Umuunt_u ahageend_a umwaány_a ungan'_a ikí?

Amasáh_a atatu. (or: Amasah'_a atatu.)

Kuv_a i Bujuumbura kuj_a i Ngoozi har_i ibiromeetéro biingáhé?

Ni haáfi ijana na m'íroong_o itaanu.

Umuunt_u ahageend_a umwaány_a ungan'_a ikí?

Amasah'_a atatu.

Kuv_a i Ngoozi kuj_a i Muiyínga har_i ibiromeetéro biingáhé?

Ni haáfi m'íroong_o iceénda.

Umuunt_u ahageend_a umwaány_a ungan'_a ikí?

Amasah'_a abiri.

NB The different pronunciations of /na/ plus /imiroongo/ illustrated in the recordings for this exercise.]

Kuv_a i Gitéga kuj_a i Muiyínga har_i ibiromeetéro biingáahé?

Ni haáf_i ijana n_a ímiroong_o itaandátu.

Umuunt_u ahageend_a umwaány_a ungan_a íkí?

Amasah_a atatu.

Kuv_a i Gitéga kuj_a i Bururí har_i ibiromeetéro biingáahé?

Ni haáfi ijana na m_iroong_o iné.

Umuunt_u ahageend_a umwaány_a ungan_a íkí?

Amasah_a atatu.

Kuv_a i Bujuumbura kuj_a i Muraamvya har_i ibiromeetéro biingáahé?

Ni haáfi miroong_o itaanu.

Umuunt_u ahageend_a umwaány_a ungan_a íkí?

Isah_a imwé.

Kuv_a i Gitéga kuja mu Rutana har_i ibiromeetéro biingáahé?

Ni haáfi ijana na cúmi.

Umuunt_u ahageend_a umwaány_a ungan_a íkí?

Amasah_a abiri.

[The student should supply the tones in the last two sets of sentences].

Kuv_a i Bujuumbura kuj_a i Bubaanza 'n_i ibiromeetero bingaaha?

Ni haafi miroong_o itaandatu.

Umuunt_u ahageend_a umwaany_a ungan_a iki?

Isah_a imwe.

Kuv_a i Bujuumbura kuj_a i Bururi har_i ibiromeetero biingaahe?

Ni haaf_i ijana na miroong_o itaanu.

Umuunt_u ahageend_a umwaany_a ungan_a iki?

Amasah_a atatu.

Practice conversations.

1.

I'm going to
take a trip
next week.

Nzooja gutéembeera kw
iiyiínga riizá.

Ah! Uzoororáhe?

To Rumonge.

Nzooja mu Rumoonge.

Ni kure! Uzoomaray_o
igihe kiingaan_a ikí?

For about two
weeks.

Nk_a ámayiíng_a abiri.

Uzoogeenda ryáarí?

On Wednesday.

Ku wa gátatu.

2.

Is Rumonge on
far from
Kigoma?

Mu Rumoonge 'ni kure
y_a í Kigoma?

Oya 'nihó haáfi.

I want to go
there next
month.

Nshaaka kujayó mu
kwéezi kuuzá.

Uzoomaray_o igihe
kiingan_a íkí?

I don't know
yet.

Sindabíizi néézá.

Uzoogeenda muu ndeége?

No, by car.

Oya nzoogeenda mu
mudúga.

N_i amafaraang_a
angáahé?

It's just 8
frs. per
kilometer.

N_i umunaáni gusa
ku kilomeetéro.

It's not much.

Si meénshi caane.

UNIT 14

BASIC DIALOGUE

	-bárirá (-báriye)	to tell
	ingéne	how?
	-gura (-guze)	to buy, sell
	imbóga (9, 10)	vegetables
1A	Mbarir _a ingén _e ugur' _a izo mbóga.	Tell me how you sell those vegetables.
	ishu (5, 6 or 9, 10)	cabbage
	ikároóti (9, 6 or 10)	carrot
	isereri (9, 10)	celery
2B	Ushaak _a iziíhe? Amashu, amakároóti, isereri...?	Which [kinds] do you want? Cabbage(s), carrots, celery...?
3A	Amashu. Iryá níni uyigur _a uúte?	Cabbage. How much do you charge for that big [head]? (!How do you sell it?!)
4B	Amafaraánga miroong _o itatu gusa.	Only 30 F.
5A	Ni intáváho?	Do you come down on your prices?
6B	Ime. (or: Me.)	(Emphatic affirmative)
7A	Oya, ndagúha cúmi na átaanu.	No, [I'll] give you 15.
8B	Eka naáwe 's ₁ ukugura da.	(elliptical) Come on, let's be reasonable.

- 9B Mpa miroong_o ibiri na átaanu. Give me 25.
- 10A Udáshaats_e amafaraánga miroongo ibiri uraběho. If you don't want 20 F., good bye!
- gabira (-gabiye) to give as a gift
- 11B Eegó, 'zana, nkugabíre. Yes, give it to me ('bring!'). I'll make you a present of it.
- Dialogue 2.
- 12C Uguriish_a ikí? What are you selling?
- umuúnyu (3) salt
- isúkaári (9) sugar
- 13D Mfis_e umuúnyu, isúkaári, I have salt, sugar, etc.
n_a íbiíndi.
- 14C Uguriish_a ũt_e umuúnyu? How do you sell salt?
- ikiyíiko (7, 8) spoon
- 15D Ibiyíiko bibiri kw Two spoons for a franc.
ifaraanga.
- 16C Uraziimba caane! You're very high!
- 17D Oya, k_o ári wewé ndagúha No, [but] for you, I'll give
bitatu bitatu. you three [for one franc].
- gera (-geze) to weigh, measure in some
other fashion
- gerera (-gereye) to weigh for

18C Ngerer_a uw'_a amafaraang_a Measure me out 5 F. worth.
ataanu.

Supplementary Vocabulary. Some foodstuffs and their qualities.

'This fruit is good.'

icaámwa (7, 8)	Iki caámwa 'ni ciizá.	piece of fruit
indímu (9, 10)	Iyi ndímu 'ni nziizá.	lemon
umucúungwá (3, 4) umucuúngwa	Uyu mucúungwá 'ni mwiizá.	orange
umweembe (3, 4) umweémbe	Uyu mweembe 'ni mwiizá.	mango
urutore (11, 10)	Uru rutore 'ni rwiizá.	eggplant
umŭhwi (3, 4)	Uyu mŭhwi 'ni mwiizá.	banana
igitooke (7, 8)	Iki gitooke 'ni ciizá.	plantain
igituunguru (7, 8)	Iki gituunguru 'ni ciizá.	onion
inyama (9, 10)	Izi nyama 'ni nziizá.	meat
ifí (9, 10)	Iyi fí 'ni nziizá.	fish (large)
indagara (9, 10)	Izi ndagara 'ni nziizá.	fish (small)

Qualities of fruit.

-shá (-híiye) 'to get ripe'	Iyi micúungw' _a irahíiye?	Are these oranges ripe?
	Oya 'ntihiiyé.	No, they aren't (ripe).

	Uyu mucuúngw _a urahíiye?	Is this orange ripe?
	Oya 'ntuhiiyé.	No, it isn't.
gusóosa 'to be sweet'	Iyi micuúngw _a irasóosa?	Are these oranges sweet?
	Oya, 'ntisoosá.	No, they aren't.
gukaata 'to be bitter/ sour'	Irakaata?	Are they sour?
	Oya 'ntikaatá.	No, they aren't.
	Imicuúngwá ntikaatá.	Oranges are not sour.
-bora (-boze) 'to rot'	Uyu mucúungw _a uraboze?	Is this orange rotten?
	Oya 'ntubozé.	No, it isn't.
	Urahíiye.	It is ripe.
-híishira (-híishiye) 'to ripen'	Izi ntore zirahíishiye?	Are these eggplant ripe?
	Oya 'ntizihiihiye.	No, they aren't.
~níní 'big'	Iyi shu 'ni níní?	Is this head of cabbage large?
~tó 'little'	Iyi shu 'ni ntó?	Is this head of cabbage small?
~toóto 'fresh'	Iyi shu 'ni ntoóto?	Is this head of cabbage fresh?
-kaba (-kavye) 'to grow stale, dry, old, wilted'	Iyi sh _u irakavye?	Is this head of cabbage old?

bísi

'unripe, green, raw' Iyi shu 'ni mbísi? Is this cabbage raw?

Kinds of meat:

'Give me beef.'

inká (9, 10)	Mp _a inyama z _a ínká.	cattle
ingurube	Mp _a inyama z _a íngurube.	pig
inkǒko	Mp _a inyama z _a ínkǒko.	chicken

1. A note on non-indicative negatives.

In Unit 4, the use of /'nti-/ as a negative prefix was described. This prefix is used with all negative indicative forms, and only with indicative forms.

Usháatse...	If you want...
Udashaatse...	If you don't want...
Utáguze	if you don't want...

These two verb forms are participial. The third, which is negative, contains the prefix /-ta-/. Unlike /-'nti-/ which occurs at the very beginning of a word, /-ta-/ occurs immediately after the subject prefix.

This prefix has an alternant form /-da-/, which is used when the syllable that follows it begins with a voiceless consonant. This is illustrated by the second of the above examples.

Tonally, /-ta-/ is basically low, and has no effect on the tones of neighboring syllables.

This negative prefix is used, not only in participial forms, but in most other non-indicative forms as well.

2. A note on the use of relative verb forms in indirect discourse.

Compare these two sentences:

Bakora mu biíndi bisagára.

They work in other
cities.

Amubarira kó bakorá mu
biíndi bisagára.

He tells him that they
work in other cities.

The verb /bakora/ in the first sentence is indicative. In the second sentence, the verb is /bakorá/, a relative form. After the word /kó/, which is ordinarily translated into English as 'that', a verb is in the relative mood.

Exercise 1. Affirmative vs. negative of relative forms.

'We want mangoes that are ripe.'

'We don't want mangoes that are not ripe.'

gusha	Dushaak _a imyeemb _e ihiiyé. Ntidushaak' _a imyeemb _e idahiiyé.
indĩmu	Dushaak _a i ndimú zihiiyé. Ntidushaak' _a indimú zidahiiyé.
imĩhwi	Dushaak _a imihw' _i ihiiyé. Ntidushaak' _a imihw' _i idahiiyé.
gusóosa	Dushaak _a imihw' _i isoosá. Ntidushaak' _a imihw' _i idasoosá.
imicúungwá	Dushaak _a imicúungw' _a isoosá. Ntidushaak' _a imicúungw' _a idasoosá.

[NB For words like /indĩmu/, some speakers shift the tone pattern to /indimú/ when the word is followed by a word that begins with low tone.]

Exercise 2. Participial vs. indicative disjunct, affirmative.

'Do these oranges seem ripe to you [as you look at them]?''

'Yes, they are ripe.'

gushá Ubon_a iyi micúungw'_a ihíiye?

Eeg'_o irahíiye.

intore Ubon_a izi ntore zíhiye?

Eegó zirahíiye.

kubora Ubon_a izi ntore zíboze?

Eegó ziraboze.

imíhwi Ubon_a iyi mihw'_i ibóze?

Eeg'_o iraboze.

myiizá Ubon_a iyi mihw'_i arí myiizá?

Eegó 'ni myiizá.

Exercise 3. Relative verb forms, affirmative.

'Do they have ripe oranges?'

gusóosa Bafis_e imicúungw'_a isoosá? Do they have sweet oranges?

gushá Bafis_e imicúungw'_a ihíiyé? Do they have ripe oranges?

indímu Bafis_e indimú zihíiyé? Do they have ripe lemons?

kuziimba Bafis_e indimú ziziimvyé? Do they have expensive oranges?

imihwi	Bafis _e <u>imihw'</u> ₁ iziimvyé?	Do they have expensive bananas?
kuziambuuka	Bafis _e imihw' ₁ <u>iziimbúutse</u> ?	Do they have cheap bananas?
amashu	Bafis _e <u>amash</u> _u aziimbúutse?	Do they have cheap cabbage?
gukaba	Bafis _e amash _u <u>akavyé</u> ?	Do they have wilted cabbage?
intore	Bafis _e <u>intore</u> zikavyé?	Do they have dried out eggplant?
gukaata	Bafis _e intore <u>zikaatá</u> ?	Do they have sour eggplants?
indĩmu	Bafis _e <u>indimú</u> zikaatá?	Do they have sour lemons?
gushá	Bafis _e indimú <u>zihiiyé</u> ?	Do they have ripe lemons?
imicúungwá	Bafis _e <u>imicúungw'</u> _a ihiiyé?	Do they have ripe oranges?

Exercise 4. Indicative vs. relative in direct vs. indirect discourse.

Nzoofata urugeendo rwaa kure.

I'm going to take a long trip.

Babarire kó nzoofát_a urugeendo
rwaa kure.

Tell them that I'm going to take a long trip.

Nzootembeera, mur'₁ iyi miísi.

I'm going to travel around these days.

Babarire kó nzootéembeera mur'₁
iyi miísi.

Tell them I am going to travel around these days.

Nzoov _a i Bujuumbura ějo.	I will leave Bujumbura tomorrow.
Babarire kó nzoov' _a i Bujuumbur _a ějo.	Tell them I will leave Bujumbura tomorrow.
Nzoobahitana.	I will pick you/them up.
Babarire kó nzoobahítana.	Tell them I will pick them up.
Nzoogaruka ku wákáne.	I will come back Thursday.
Babarire kó nzoogáruka ku wa káne.	Tell them that I will come back Thursday.
Ntituzóogúra ivyaámwa.	We will not buy fruit.
Babarire kó tutazóogúr _a ivyaámwa.	Tell them that we will not buy fruit.
Ntituzóokén _a ivyaámwa.	We will not need fruit.
Babarire kó tutazóokén _a ivyaámwa.	Tell them we will not need fruit.
Ntituzóotéek _a imbõga.	We will not cook vegetables.
Babarire kó tutazóotéek _a imbõga.	Tell them that we will not cook vegetables.
Ntituzóobagábir _a uyu mudúga.	We will not offer you this car.
Babarire kó tutazóobagábir _a uyu mudúga.	Tell them that we will not offer you this car.
Ntituzóobabárira amazína yáacu.	We will not tell you our names.
Babarire kó tutazóobabárir _a amazína yáacu.	Tell them we will not tell you our names.

Ntituzóojá mu bir _o ějo.	We will not go to the office tomorrow.
Babarire kó tutazóojá mu bir _o ějo.	Tell them that we will not go to the office tomorrow.
Ntituzóogúr _a iyi nzu.	We will not buy this house (building).
Babarire kó tutazóogúr _a iyi nzu.	Tell them that we will not buy this house.
Sinzóogáruka ku wa gátatu.	I will not come back Wednesday.
Babarire kó 'ntazóogáruka ku wa gátatu.	Tell them that I will not come back Wednesday.
Sinzóová hán _o ějo.	I will not leave here tomorrow.
Babarire kó 'ntazóová hán _o ějo.	Tell them that I will not leave here tomorrow.
Sinzóotáangura gukóra ějo.	I will not begin to work tomorrow.
Babarire kó 'ntazóotáangura gukór _a ějo.	Tell them that I will not begin to work tomorrow.
Sinzóozímira.	I will not get lost.
Babarire kó 'ntazóozímira.	Tell them that I will not get lost.

Exercise 5. Indicative vs. relative, in direct vs. indirect discourse.

'I'm looking for [someone] who might help me.'

'Tell him that I'm looking for [someone] who might help me.'

Ndoonder_a uwoómfasha.

Mubarire kó ndoondéra uwoómfasha.

Ihóoteér_i ayisaang_a i nyuma y_a íbaánki.

Mubarire k'ó ihóoteér_i ayisaáng_a inyuma y_a íbaánki.

Nshaaka gutéembeera kw iiyíínga riizá.

Mubarire kó nshaaká gutéembeera kw iiyíínga riizá.

Ndamujaana.

Mubarire kó ndamujaána.

Ntegerey_e umudúga.

Mubarire kó ntegérey_e umudúga.

Dushaaka gutáangura vubá bíshobotse.

Mubarire kó dushaaká gutáangura vubá bíshobotse.

Dushikiriy_e ibarabara riníni.

Mubarire kó dushikíriy_e ibarabara riníni.

Ibiro vyaanje biri mu buseruko bw_a íbaánki.

Mubarire k'ó ibiro vyaanje birí mu buseruko bw_a íbaánki.

Shóobuja yiitwa Yohaáni.

Mubarire kó shóobuja yiitwá Yohaáni.

Exercise 6. Use of the interrogative stem /-te/; indicative vs. relative verbs.

'How do they sell those vegetables?'

'I don't know how they sell those vegetables.'

Izo mbogá bazigura báte?

Siinzí ingéne bagur_a' izo mbōga.

Izo mbogá baziteeka báte?

Siinzí ingéne bateek_a' izo mbōga.

Inyama z_a íngurube baziteeka báte?

Siinzí₁' ingéne bateek_a' inyama z_a íngurube.

Bashika ku biro ryáarí?

Siinzí₁' igihe bashiká ku biro.

Bava mu kazi ryáarí?

Siinzí₁' igihe bavá mu kazi.

Aja kw iisōko ryáarí?

Siinzí₁' igih_e ajá kw iisōko.

Exercise 7. Indicative vs. relative vs. participial.

'Are these oranges spoiled?'

'André said they are not spoiled,'

'but they look spoiled to me.'

[NB /k_o/ before a vowel is pronounced /kw/.]

Iyi micúungw_a' iraboze?

Anderey_a' avuze k_o' itabóze,
aríko mbona ibóze.

Iyi micúungwá 'ni mibísi?

Andereyá avuze k_o' ihishíiye,
aríko mbona arí mibísi.

Aya mashu 'ni maníni?

Anderey_a' avuze k_o' arí matóomató,
aríko mbon_a arí maníni.

Aya mashu arakavye?

Anderey_a' avuze k_o' arí matoóto,
aríko mbon_a akávyé.

Izi mbogá zirakavye?

Anderey_a' avuze k_o' arí ntoóto,
aríko mbona zíkavye.

Izi mbogá zirakaata?

Anderey_a' avuze kó zidakaatá,
aríko nuumva zíkaata.

Iki caámwa kirakaata?

Anderey_a' avuze kó kidakaatá,
aríko nuumva gíkaata.

Iki caámwa kirasóosa?

Anderey_a' avuze kó kidasoosá,
aríko nuumva gísoosa.

Narrative version of the basic dialogue of Unit 1. [To be learned by the student. The teacher then asks questions about this narrative.]

Yohaáni na Andereyá bararamukanya.

Yohaáni abarir_a Anderey_a izína
ryíiwé n_a uk_o ar_i Umunyaameeriká.
Andereyá amubarir_a izína ryíiwé
n_a uk_o akorá kuu baánki.
Yohaáni avuga k_o akorá murí
‘Consulat américain,’ aríko
k_o ahagezé vubá. ‘Nicó
gitúm_a ataari bwáamubóne.

John and Andrew greet one another. John tells Andrew his name and that he is an American. Andrew tells him his name and that he works in a bank. John says that he works at the American consulate, but that he has arrived here recently. That is the reason he hasn't seen him.

NEW WORDS

-ramukanya (-ramukanije)

to greet one another

kó

that (used to introduce an indirect statement)

Narrative version of the basic dialogue of Unit 2.

Arageend_a akomaanga ku ruugi

ac_a agira bwaakéeye. Bámubajije
ayamúgeenz_a ati: ‘Ndoonder_a akazi.’
Bamubaz_a akazi azígukóra. Avuga
k_o azí kwaandikiish_a imáshiíni.

He goes and knocks at the door and says good morning. They having asked him (‘what makes him go’) he says, ‘I’m looking for work.’ They ask him what work he knows (how) to do. He says that he knows (how) to type. They having told

Bámubariye k' azoogáruka búkeey_e
ac_a aríikebaanura.

him that he is to return
the following day, he
says good bye.

NEW WORDS

-kómaanga (-kómaanze)	to knock
uruugi (11), inzuugi (10)	door
-ca	to cut (this verb has many English equivalents, according to context, it is used here to connect the two clauses which contain /komaanga/ and /-gira/.
-ti	special verb stem meaning 'said'
ayamúgeenza	an example of an 'autonomous' form of /-geenza/. This particular word has the prefix of a Class 6 substantive /aya-/ and the 3 sg. object prefix /-mu-/.
búkeeye	the following day

Narrative version of the basic dialogue of Unit 3.

Yohaáni abaz_a Andereyá iy' _o
Abaruúndi bakorá, ngo kuk' i
Bujuumbura hári baké. Amubarira
kó bakorá mu bíindi bisagára.

John asks Andrew where
the Barundi
work, because there in
Usumbura there are few
people. He tells him
that they work in other
cities. He explains to

Amusiguurira k'abeénshi bakorá
muung'íwaábo. Bararima,
barabaaza, baracúra, n'íbiíndi
vyíínshi.

him that many people
work on their farms.
They farm, do wood and
metal work, and many
other things.

NEW WORDS

iyó	that (pronoun)
ngo	that (conjunction)
kukó	because
gusíguura (-síguuye)	to explain

Practice conversations.

1.

Tell me how you sell this fruit.
Mbarir_a ingén_e ugur'_a
ivyo vyaámwa.

Ushaak_a ibíihe?

Oranges and lemons.
Imicuungwa n'_a
índĩmu.

How much do you charge for those large oranges?
Imicuungwa miníni
mínini uyigur'_a
angáahé?

Umwé kw iifaraanga.

Do you reduce
your prices? Ni intávǎho?

They are not
ripe. Ntihilishiye.

Practice conversation 2.

2.

How much are
those car-
rots? Ayo makároóti
 uyaguru úte?

Amafaraang_a icúmi ku
mupfuungo.

A bunch of
(in which is)
how many? Umupfuung_o urimw'_o
 amákaróóti angáahé?

Ataanu.

Very high.
I'll give you
eight francs. Araziimvye. Ndagúh_a
 amafaraang_a umunaáni.

Mp_a iceénda.

Give me two
bunches. Mp_a imipfuung_o ibiri.

Ntushaak'_a iziíndi?

No. Oya.

UNIT 15

BASIC DIALOGUEDialogue 1.

	ishímiízi (9, 6)	shirt
1A	Nshaaka kugur _a ishímiízi. ingo	I want to buy a shirt. come!
2B	Ingo nkweéreke. ubwóoko (14, 14 or 6)	Come and let me show you. kind, sort
3A	Mufis _e ayaáhe móoko y _a ámashímiízi?	What kinds of shirts do you have?
4B	Turafís _e 'Arrow', 'Beco', 'Manhattan'.	We've Arrow, Beco , Manhattan...
5A	Nshaak _a 'Arrow'. -aambara (-aambaye)	I want Arrow. to wear
6B	Waambar _a iziíhe numero?	What is your size?
7A	Cúmi na zítaanu. kaáandi -kwíira (-kwíiye)	Fifteen, please! and to suit
8B	Amashímiízi meezá kaánd ₁ akwiyy _e abaantu nkaáwe 'ni 'Beco'.	Shirts [that are] good and which suit your type ('people like you') are Beco.
	-roonderera (-roondereye)	to look for, for someone

- 9A Ndoonderer_a 'Arrow', Find me the Arrows, that is
 'niyó nshaaká. what I want.

Dialogue 2.

- agashímiízi (12, 13) shirt (in diminutive class,
 but here not referring
 literally to size)
- 10C Waambay_e agashímiízi You're wearing ('You've put
 keezá. Wakáguzěhe? on') a nice shirt! Where
 did you buy it?
- 11D Nayiguz_e mu gitóondo kuu I bought it this morning at
 'Estaf'. Estaf.
- gútyo like that
- 12C Oh! Bafise amashímiízi Oh! They have nice shirts
 meezá gútyo? like that?
- 13D Si mbí caane. They're not bad.
- 14C Zigur_a angáahé? How much do they cost?
- 15D Nayiguz_e amajan_a ataanu. I paid 500 F.
 -nje I
- 16C Naánje nzooyigura. I'm going to buy one too.
 igitaambara (7, 8) cloth, material
- 17D 'N ahaandi nyéne, ico By the way, where did you buy this
 gitaambara wakíguzěhe? piece of material?
 ~sa only, alone
- 18C Ku 'El Greco' 'nivyó bisa. At El Greco they are plentiful.

Supplementary vocabulary: Legal tender.

igiceri	Yaguhaay _e ibiíhe biceri?	What kind of coins did he give you?
ifaraanga	Yampaaye ifaraanga rimwé.	He gave me a 1 F. piece.
{ imeya icaasha ikiingoroongoro }	Yampaay _e imeya.	He gave me a 1/2 F. piece.
	Yampaay _e icaasha.	He gave me a 5 F. piece.
inóoti	Ufis _e ayaáhe manoóti.	What kind of bills do you have?
10 F	Mfise amanoót ₁ abiri ya íicúmi.	I have two 10 F. notes.
20 F	y _a ímiroong _o ibiri.	I have two 20 F. notes.
50 F	y _a ímiroong _o itaanu.	I have two 50 F. notes.
100 F	y _a íjana.	I have two 100 F. notes.
500 F	y _a ámajan _a ataanu.	I have two 500 F. notes.
1000 F	y _a íghuumbi.	I have two 1000 F. notes.

Supplementary vocabulary: routine daily occurrences.

-vyúuka (-vyúutse)

to get up

Navyuuts_e mu gitóondo.

I got up in the morning.

-ílyoza (-ílyogeje)	to bathe oneself
Nílyogeje.	I took a bath.
-káraba (-káravye)	to wash hands/face
Naakáravye.	I washed.
Naambaye.	I got dressed.
-fuungura (-fuunguye)	to eat
Naafuunguye.	I ate.
Nagiiye mu kazi.	I went to work.
daatàbuja (1)	overseer
(pl. baadaatabuja (2))	
umusáse (3)	midmorning
Daatabuja yaje mu biro	In the middle of the morning
ku musáse.	the boss came into the office.
-gaya (-gaye)	to be dissatisfied
Yaagay _e akazi kaanje.	He was dissatisfied with my work.
Saa sitá nasubiy _e imuhirá	At noon I returned home to eat.
kufuungura.	
Nasubiye mu kazi saa munaáni.	I went back to work at 2.
-shiima (-shiimye)	to be satisfied
-shiimira (-shiimiye)	
Daatabuja yaagarutse, nóoneh _o	The boss came back, [and] then
araanshiimira.	he was satisfied with me.

1. A note on the hodiernal tense.

Examples of the hodiernal tense are found in the following sentences:

Nayiguze mu gitóondo. I bought it (in) [this] morning.

Naja kuri 'Luvinco' aríko I was going to Luvinco,
naazímiye. but I got lost.

This tense is ordinarily used only for actions which have taken place on the same day. Its name is derived from the Latin word for 'today'. In form, the hodiernal is represented by a prefix /-a-/, which stands immediately before the object prefix or, if there is no object prefix, immediately before the stem. The basic tone of this prefix is low. [See Exercises 1, 2.]

The stem tones used with verbs in the hodiernal tense vary from set to set.

As in the immediate tense, there are separate conjunct and disjunct forms for the affirmative. [See Exercises 3, 4, 5.]

The mark of the disjunct hodiernal is not /-ra-/, but only /-a-/, and this second /-a-/ may best be thought of as following the tense prefix. Again as in the immediate tense, conjunct forms have low stem tone; disjunct forms have basic stem tone: that is to say, high verbs have a high tone and low verbs do not. [See Exercises 6,7.]

In the participial and relative moods, prefix tones are as for the immediate (and for all other tenses): high for participial and low for relative. Stem tone in the affirmative relative is post-radical high, as for the corresponding immediate forms. [See Exercise 8.]

Affirmative participial forms have basic stem tone: in

this respect, the hodiernal tense differs from the immediate tense, whose affirmative participials have low stem tones. [See Exercise 9.]

In the negative, all stem tones are low for all moods of the hodiernal tense. [See Exercise 10.]

Exercise 1. Hodiernal conjunct.

‘What did you see (in) [this] morning?’

kubóna	Waboony _e ikí mu gitóondo?
gukóra	Wakoz _e ikí mu gitóondo?
gusoma	Wasomy _e ikí mu gitóondo?
kwaandika	Waandits _e ikí mu gitóondo?
kwííga	Wiiz _e ikí mu gitóondo?
gutéeka	Wateets _e ikí mu gitóondo?
kuroonka	Waroons _e ikí mu gitóondo?
kurora	Waroyehé mu gitóondo?
kugeenda	Wagiiyehé mu gitóondo?
gufáta	Wafash _e ikí mu gitóondo?
gutéembeera	Wateembeereyehé mu gitóondo?

Exercise 2. Hodiernal disjunct, Class 1 subject prefix.

‘Did he arrive [today]?’

gushika	Yaashitse ?
gutáangura	Yaataánguye ?

kugeenda	Yaagiiye?
kugaruka	Yaagarutse?
kuvúga	Yaavúze?
guhiindukira	Yaahiindukiye?
kuzímira	Yaazímiye?

Exercise 3. Hodiernal disjunct, various subject prefixes.

'The oranges got ripe [sometime today].'

imicuúngwa	Imicuúngwa yaahíishiye.
ibitooke	Ibitooke vyaahíiye.
intore	Intore zaahíishiye.
kubora	Intore zaaboze.
imyeembe	Imyeembe yaaboze.
indĩmu	Indimú zaaboze.
icaámwa	Icaámwa caaboze.

[NB The preference for /-híishiye/ after some nouns, and /-híiye/ after others.]

Exercise 4. Hodiernal disjunct vs. hodiernal conjunct.

'He returned [today].'

'When [today] did he return?'

guhiindukira	Yaahiindukiye.	Yahiindukiye ryáarí?
gushika	Yaashitse.	Yashitsěhe?
kuzímira	Yaazímiye.	Yazímiye ryáarí?

kuvyáara	Yaavyáaye.	Yavyàay _e ikí?
kuvúga	Yaavúze.	Yavùz _e ikí?

Exercise 5. Disjunct vs. conjunct, hodiernal indicative. [Some speakers may prefer to use conjunct forms in the first sentence of each pair, as well as in the second.]

'The children have done a lot.'

'What have they done?'

Abáana $\left\{ \begin{array}{l} \text{baakoze (Cj)} \\ \text{baakóze (Dj)} \end{array} \right\}$ vyíínshi.

Baako_e ikí?

Abáana baanditse vyíínshi.

Baandits_e ikí?

Abáana baaboonye vyíínshi.

Baboony_e ikí?

Abáana buúmviise vyíínshi.

Buumviis_e ikí?

Abáana biíze vyíínshi.

Biize ikí?

Abáana baabájije vyíínshi.

Baabajije ikí?

Yohaáni $\left\{ \begin{array}{l} \text{yakoze (Cj)} \\ \text{yaakóze (Dj)} \end{array} \right\}$ vyíínshi.

Yako_e ikí?

Yohaáni yaanditse vyíínshi.

Yaandits_e ikí?

Yohaáni yiíze vyíínshi.

Yiize ikí?

$\left\{ \begin{array}{l} \text{Nakoze (Cj)} \\ \text{Naakóze (Dj)} \end{array} \right\}$ vyíínshi.

Wako_e ikí?

Nuúmviise vyíínshi.

Wuumviis_e ikí?

Nabajije vyíínshi.

Wabajij_e ikí?

$\left\{ \begin{array}{l} \text{Twaakoze (Cj)} \\ \text{Twaakóze (Dj)} \end{array} \right\}$ vyíínshi.

Mwaako_e ikí?

Mwiíze vyíínshi.

Twiiiz_e ikí?

Exercise 6. Hodiernal disjunct with object prefix, personal.

'Did you see me [today] at the market?'	'I saw you.'
Waambóonyè kw iisǒko?	Naakubóonye.
Waatubóonye kw iisǒko?	Naababóonye.
Waababóonye kw iisǒko?	Naababóonye.
Waamubóonye kw iisǒko?	Naamubóonye.

Exercise 7. Hodiernal disjunct with object prefix, impersonal.

	'Did you see this letter [today]?'	'I saw it.'
kubóna	Waabóony _e iri keéte?	Naaribóonye.
kwaandika	Waandits _e iri keete?	Naaryaanditse.
kuroonka	Waaroons _e iri keéte?	Naariroonse.
kugera 'weigh'	Waagez _e iri keéte?	Naarigeze.
kuroondera	Waaroondey _e iri keéte?	Naariroondeye.
gusoma	Waasomye iri keéte?	Naarisomye.

[NB The omission of /r/ in the third column of Line 5.]

Exercise 8. Hodiernal relative.

	'That child, it is he whom I saw.'	('That child is the one I saw.')
kubóna	Uyo mwáana 'niwé naboonyé.	
kuzímurura	Uyo mwáana 'niwé nazimúruye.	
gukúunda	Uyo mwáana 'niwé nakuunzé.	
kumenya	Uyo mwáana 'niwé namenyé.	
gufásha	Uyo mwáana 'niwé nafashíje.	

Exercise 9. Hodiernal indicative vs. hodiernal participial.

	'Did he arrive [sometime today]?'	'Maybe he arrived.'
gushika	Yaashitse?	Nkeeka yáashitse.
kugura	Yaaguz _e impuúzu?	Nkeeka yáaguz _e impuúzu.
gusoma	Yaasomy _e iki gitabo?	Nkeeka yáasomy _e iki gitabo.
gukóra	Yaakóz _e aka kazi?	Nkeeka yáakóz _e aka kazi.
guteeka	Yaatéets _e izi nyama?	Nkeeka yáatéets _e izi nyama.
kugoroora	Yaagorooy _e izi mpuúzu?	Nkeeka yáagorooy _e izi mpuúzu.

Exercise 10. Hodiernal relative negative.

	'The person who didn't arrive [today] is John.'
gushika	Umuunt _u ataashitse 'ni Yohaáni.
kugeenda	Umuunt _u ataagiye 'ni Yohaáni.
kuvúga	Umuunt _u ataavuze 'ni Yohaáni.
kwúumva	Umuunt _u atuumviise 'ni Yohaáni.
gufásha	Umuunt _u ataadufashije 'ni Yohaáni.

Exercise 11. Hodiernal past. Questions and answers, 2 sg. and 1 sg.

Wakoz _e ikí mu gitóondo?	What did you do in the morning?
Nagiiye kw iisŏko.	I went to the market.
Wakoz _e ikí kw iisŏko?	What did you do at the market?
Naguz _e ibiintu.	I bought things.
Waguz _e ibiihe biintu?	What kind of things did you buy?
Naguz _e imbŏga.	I bought vegetables.

Exercise 12. Hodiernal past. Questions and answers, 3 sg.

Yohaáni yagiiyehé mu gitóondo?	Where did John go this morning?
Yagiiye mu gisagára.	He went to town.
Yakoz _e ikí mu gisagára?	What did he do in town?
Yaakóze.	He worked.
Yataanguye gukóra ryáarí?	What time did he begin work?
Yataanguye gukór _a isahá zibiri.	He began work at 8.

Exercise 13. Hodiernal past. Questions and answers, 3 pl.

Abáana baagiiyehé mu gitóondo?	Where did the children go this morning?
Baagiiye kw iishuúri.	They went to school.
Baakoz _e ikí kw iishuúri?	What did they do at school?
Bifze.	They studied.

Exercise 14. Hodiernal past. Questions and answers, 2 pl. and 1 pl.

Mwaakoz_e ikí mu gitóondo?

What did you (pl.) do this morning?

Twaakóze.

We worked.

Mwaakoz_e akaáhe kazi?

What kind of work did you do?

Twaamesuuy_e impuúzu.

We washed clothes.

Practice conversations.

1.

Those are nice
carrots.

Aya makaróoti 'ni meezá.

Where did you
get them?

Wayaguzěhe?

Nayaguze kw iisokó
mu gitóondo.

How much?

Wayaguz_e ůte?

Ntiyanziimvyè caane.

There is where
many people
have bought
them.

'N uukó yaazanywé na
i
beénshi.

2.

Did you go to
the market
today?

Waagiye kw iisok_o 'nyu
muúsi?

Naagiye.

What did you Washaaka kugur_a ikí?
 want to buy?

Nashaak_a ibiintu
 vyíínshi.

3.

Did you go Wagiiye n_a úmudúga?
 by car?

Nafashe 'taxi'.

Did you go to Ntiwagiiye kuu baánki?
 the bank also?

Oya, nagíiy_e ějo.

Free conversation.

Practice asking and answering questions about activities that have or have not been performed earlier during the day.

UNIT 16

BASIC DIALOGUE

Dialogue 1.

	madaámu	Madame
	irĩgi (5, 6)	egg
	´ntaa	it is not, there is not
1A	Madaámu, ´ntaa mag ₁ uroondéra?	Are you in the market for eggs? (‘Is it not eggs that you seek?’)
	-zana (-zanye)	to bring
	-raaba (-raavye)	to examine
2B	Ndayaroondera, zana ndaabé.	Yes, I am (‘I seek them’). Bring [them] [so] that I may examine [them].
3A	Raaba, usaang _a arí meezá caane.	Look [them] over, you’ll find that they are very nice.
	-piima (-piimye)	to test, measure
4B	Ndayapiíme ndabe k _o ´ akoméeye?	May I test them [to be sure] that they are in good condition?
5A	Oy _a , amagí yaanj _e akomeeye yóóse.	No, all my eggs are good.
	icúumwéeru (7, 8)	week
	-shira (-shize)	to end, become exhausted in supply

- 6B Ayó nagúze mu cúmwéeru Those that I bought last week
gishizé yará mabí were almost all bad (‘bad
nka yóóse. almost all’).
-toora (-tooye) to choose
- 7A Roreera ndagutoórere Wait, I’ll choose some nice
mw’_oaméezá. ones for you.
- 8B Ntoorerámwó miroong_o Pick me out twenty.
ibiri.
- 9B Nguh_a amafaraang_a angáahé? How much (money do I give
you)?
- 10A Umpa miroong_o ibiri (You give me) 20 F.
nyéne.
- 11B Ngaayó. Ej_o uráanzanir_a Here it is. (‘Here they are.’)
ayaándi. Bring me some more tomorrow.
-bónana (-bonanye) to see one another
- 12A Urakóze caane Madaámu, Thank you very much, Ma’am.
tuzoobonan_a ejo. See you tomorrow!
- Dialogue 2.
- 13A Aya magí wayáguze naánde? Where (‘with whom’) did you
buy these eggs?
- 14B Nayáguze na Yóhaáni. I got them from John.
- 15A Yayáazanye ku muúsi Did he bring them on Monday?
waambere?

- 16B Oya, 'ntaa magí yár₁
aáfise igihe yarí
háno.
No, he didn't have eggs the
time he was here.
- 17B Amagí yayáazanye ku
wa kábiri.
~shaásha
new, fresh
He brought the eggs on Tuesday.
- 18B Yavúze k' aaya mǎg₁
arí mashaásha.
He said that these eggs are
fresh.

1. A note on the tone of words like /irǎgi/.

A number of words, when pronounced in isolation or at the end of a phrase, have unanticipated high tone on the next to last syllable. An example is /irǎgi/ 'egg'. For some speakers, this tonal pattern remains constant regardless of context:

irǎgi an egg

irǎgi ryaanje my egg

For others, the tonal pattern:

irigí ryaanje

is heard when another word follows, especially if that word begins with low tone. The marking of tones in such instances vacillates in this book between one of these patterns and the other.

2. A note on the hesternal past tense.

Examples of the tense are found in the following sentences:

Baávuze k' _o aaz _a uyu muúsi.	They said he was coming today.
Yavúze k' _o aaya mǎg' _i arí mashaásha.	He said [yesterday or earlier] that the eggs were fresh.
Nayáguze na Yóhaáni.	I bought them from John.
Yayáazanye.	He brought them.
ayó nagúze...	those that I bought...

This tense is ordinarily used only in talking about things that happened yesterday or earlier. It gets its name from the Latin word for 'yesterday.'

In general, hesternal forms of the verb are spelled exactly like their counterparts in the hodiernal. The exceptions are the disjunct forms. (The hesternal is the only tense which has separate conjunct and disjunct forms for the affirmative participial, as well as for the affirmative indicative.) It will be remembered that the hodiernal forms all contained an /-a-/ immediately before the object prefix or the stem.

The characteristic difference between hodiernal and hesternal forms is that the latter, in addition to the general past /-a-/, have a high tone. The location of this tone varies according to the structure of the prefix which stands immediately before the /-a-/.

If that prefix, in its basic form, is MONOPHONIC (i.e.

consists of a single vowel (/u,a,i/) or consonant (/n/), then the high tone is on the vowel of the syllable that follows the /-a-/. Thus:

Thus:

	nayáguze	I bought them [before today].
cf.	nayaguze	I bought them [today].
	wazímesuuye	did you launder them? (hesternal)
cf.	wazimesuuye	(hodiernal)
	yagíiye	he went (hesternal)
cf.	yagiye	(hodiernal)

[For drill on this point, see Exercises 3, 4, 5.]

If the prefix that stands before the past /-a-/ is DIPHONIC (consists of two phonemes), then the high tone is retained on the /-a-/. The /-a-/ itself is long, and the tone falls on the second half of the vowel. Thus:

	baáaturutsěhe?	where did they come from [before today]?
cf.	baaturutsěhe?	where did they come from [today]?

Thus the tone falls on the second mora of the verb, for monophonic and diphonic prefixes alike. [For drill on this point, see Exercises 1, 2, 5.]

The disjunct forms are different from the conjunct only in having the syllable /-ra-/ immediately after the tense prefix /-a-/. Note that in this respect the hesternal tense is like the immediate tense, which also has /-ra-/ in its disjunct forms. It is unlike the hodiernal, where disjunct forms have an extra /-a-/, but no /-r-/. Thus:

Twaáragíiy _e i Gitéga igihe twaár _i i Buruúndi.	We went to Kitega while we were in Burundi.
Twaárabóonye Yoháani igihe twaár _i i Buruúndi.	We saw John while we were in Burundi.
Narásony _e ico gitabo igihe nakúroreera.	I read that book while I was waiting for you.
Twaágiy _e i Gitéga ejo.	We went to Kitega yesterday.

The stem tone of most hesternal forms, both affirmative and negative, is low. The exceptions are the disjuncts, both indicative and participial, which have a high tone on the root syllable in those forms with a diphonic subject prefix.

Nkeeka báaragííye ku kivuko.	Maybe they went to the port.
---------------------------------	---------------------------------

It should be noted that low stem tone is found even in the affirmative relative forms of the hesternal tense. In this respect, the hesternal tense is unique. In the immediate and recent tenses, affirmative relative forms have postradical high tone (cf. Unit 4, Note 3). Because the stem tone of the indicative forms of the hesternal tense is low, relative and conjunct indicative forms of the affirmative of this tense turn out to be identical with one another. Thus:

Nagúz _e ayo.	I bought those.
ayó nagúze...	those that I bought...

[For practice on this point, see Exercise 13.]

Participial forms of the hesternal have an initial high tone, just as they have in the other tenses. Where this tone falls on a syllable that includes a 'monophonic' subject prefix, the high tone that one might expect on the following syllable is not pronounced. Thus,

	Nkeeka yáyaraavye.	Maybe he examined them. (hesternal participial)
cf.	Yayáraavye ejo.	He examined them yesterday. (hesternal indicative)

[For practice on this point, see Exercise 12.]

Where the subject prefix is 'diphonic', and the vowel following it is long, the high tone of the participial is found on the first half of the vowel, and the high tone of the hesternal tense is retained on the second half. This produces a double high tone:

Nkeeka bááj_e ejo.

Exercise 1. Hodiernal vs. hesternal past, conjunct. Practice in differentiation. Diphonic subject prefixes.

a. 'What did you receive [today]?' 'What did you receive [before today]?'

Mwaaroon _e ikí?	Mwaároon _e ikí? (ejo)	D
Mwaaroon _e ikí?	Mwaaroon _e ikí?	S
Mwaároon _e ikí? (ejo)	Mwaaroon _e ikí?	D
Mwaároon _e ikí? (ejo)	Mwaároon _e ikí (ejo)	S

b. 'What did we do [today]?'	'What did we do [before today]?'	
Twaakoz _e ikí?	Twaákoz _e ikí? (ejo)	D
Twaakoz _e ikí?	Twaakoz _e ikí?	S
Twaákoz _e ikí? (ejo)	Twaakoz _e ikí?	D
Twaákoz _e ikí? (ejo)	Twaákoz _e ikí? (ejo)	S
c. 'Where did they come from [before today]?'	'Where did they come from [today]?'	
Baáaturutsěhe? (ejo)	Baaturutsěhe?	D
Baáaturutsěhe? (ejo)	Baáaturutsěhe? (ejo)	S
Baaturutsěhe?	Baáaturutsěhe? (ejo)	D
Baaturutsěhe?	Baaturutsěhe?	S

Exercise 2. Hodiernal vs. hesternal past. Practice in identification. Diphonic subject prefixes.

a. Verb stems used in Exercise 1.

mwaároons _e ikí? (ejo)	Hs
mwaaroons _e ikí?	Hd
baáaturutsěhe? (ejo)	Hs
baaturutsěhe?	Hd
twaaroons _e ikí?	Hd
baároons _e ikí? (ejo)	Hs
mwaákoz _e ikí? (ejo)	Hs
baaroons _e ikí?	Hd

mwaáaturutsěhe ? (ejo)	Hs
twaakoz _e ikí?	Hd

b. Other verb stems.

baágezěhe? (ejo)	Hs
baagezěhe?	Hd
mwaáshitsěhe? (ejo)	Hs
baaguze ikí?	Hd
mwaásomy _e ikí? (ejo)	Hs
baáteets _e ikí? (ejo)	Hs
mwaamesuuy _e ikí?	Hd
mwaarondey _e ikí?	Hd
baáguz _e iki? (ejo)	Hs
mwaateets _e ikí?	Hd

Exercise 3. Hodiernal vs. hesternal, conjunct. Practice in differentiation. Monophonic subject prefixes.

a. 'What did I do [today]?' 'What did I do [before today]?' Nakoz _e ikí? Nakóz _e ikí? (ejo) D
Nakoz _e ikí? Nakoz _e ikí? S
Nakóz _e ikí? (ejo) Nakoz _e ikí? D
Nakóz _e ikí? (ejo) Nakóz _e ikí? (ejo) S

b. What did you receive [before today]?	What did you receive [today]?
Waróons _e ikí? (ejo)	Waroons _e ikí? D
Waróons _e ikí? (ejo)	Waróons _e ikí? (ejo) S
Waroons _e ikí?	Waróons _e ikí? (ejo) D
Waroons _e ikí?	Waroons _e ikí? S
c. Where did he come from [before today]?	Where did he come from [today]?
Yatúrutsěhe? (ejo)	Yaturutsěhe? D
Yatúrutsěhe? (ejo)	Yatúrutsěhe? (ejo) S
Yaturutsěhe?	Yatúrutsěhe? (ejo) D
Yaturutsěhe?	Yaturutsěhe? S

Exercise 4. Hodiernal vs. hesternal conjunct. Practice in identification. Monophonic subject prefixes.

nakóz _e ikí? (ejo)	Hs
nakoz _e ikí?	Hd
waroons _e ikí?	Hd
yatúrutsěhe? (ejo)	Hs
wasómy _e ikí? (ejo)	Hs
yateets _e ikí?	Hd
wamésuuy _e ikí? (ejo)	Hs
washitsěhe?	Hd

yagézěhe? (ejo)	Hs
waguz _e ikí?	Hd

Exercise 5. Hodiernal vs. hesternal conjunct. Practice in identification. Monophonic and diphonic subject prefixes.

yateets _e ikí?	Hd
baagezěhe?	Hd
mwaárooms _e ikí? (ejó)	Hs
twaakoz _e iki?	Hd
waguzěhe?	Hd
mwaáaturutsěhe? (ejo)	Hs
baasomy _e ikí?	Hd
baámesuuy _e ikí? (ejo)	Hs
yamésuuy _e ikí? (ejo)	Hs
washitsěhe?	Hd

Exercise 6. Hesternal conjunct.

'What did you do (on) [that] morning?'

gukóra	Wakóz _e ikí mu gitóondo?
kubóna	Wabóony _e ikí mu gitóondo?
kwíiga	Wiíz _e ikí mu gitóondo?
kusoma	Wasómy _e ikí mu gitóondo?
kuroonka	Waróons _e ikí mu gitóondo?
kwaandika	Waándits _e ikí mu gitóondo?

Exercise 7. Hesternal conjunct.

'He/she began [before today] at noon.'

gutáangura	Yatáanguye saa sitá.
kuvyáara	Yavyáaye saa sitá.
kuzímira	Yazímiye saa sitá.
gushika	Yashítse saa sitá.
kugeenda	Yagíiye saa sitá.
guhiindikira	Yahíindukiye saa sitá.

Exercise 8. Hesternal, object prefixes.

'Did you finish the
work yesterday?'

'I finished it yesterday.'

kumara	Wamá _e akaz _i ejó?	Nakámaz _e ejó.
kuroonka	Waróons _e ikeét _e ejó?	Naríroons _e ejó.
kwíiga	Wiíz _e ico gitab _o ejo?	Nacíiz _e ejo.
kwiibagira	Wiíbagiy _e ikáraám _u ejo?	Nayíibagiy _e ejo.
kubábarira	Wabábariy _e Yohaán _i ejo?	Namúbabariy _e ejo.
kugaruka	Wagáruts _e imuhir' _a ejo?	Nahágaruts _e ejo.
kurima	Warímy _e amash' _u ejo?	Nayárimy _e ejo.
kugoroora	Wagórooy _e impuúzu zóóse?	Nazígorooye zóóse.

[NB The apparently free alternation between /éjo/ [_] and /ejó/ [-_] in these sentences of Note 1. This word will be left unmarked for tone in the remainder of these exercises, so that the student may mark the various occurrences of this word as he hears them from his own tutor.]

Exercise 9. Hodiernal vs. hesternal. Monophonic prefixes.

	'Did he do it today?'	'[No] he did it yesterday.'
gukóra	Yabikoz _e uyu muúsi?	Yabíkoz _e ejo.
kuuzana	Yabiizany _e uyu muúsi?	Yabíizany _e ejo.
gupiima	Yabipiimy _e uyu muúsi?	Yabípiimy _e ejo.
gushika	Yashits _e uyu muúsi?	Yashíts _e ejo.
kugaya	Yagay _e akaz _i uyu muúsi?	Yakágay _e ejo.
kugeenda	Yagiyy _e uyu muúsi?	Yagíyy _e ejo.

Exercise 10. Hodiernal vs. hesternal. Diphonic prefixes.

	'Did they do it today?'	'They did it yesterday.'
gukóra	Baabikoz _e uyu muúsi?	Baabíkoz _e ejo.
kuuzana	Baabiizany _e uyu muúsi?	Baabíizany _e ejo.
gupiima	Baayapiimy _e uyu muúsi?	Baáyapiimy _e ejo.
gushika	Baashitseh' _o uyu muúsi?	Baáashitseh' _o ejo.
kugaya	Baabigay _e uyu muúsi?	Baabígay _e ejo.
kugeenda	Baagiyy _e uyu muúsi?	Baágíyy _e ejo.

Exercise 11. Hesternal, affirmative vs. negative.

	'Did they arrive yesterday?'	'No, they didn't (arrive).'
kuuza	Baáj _e ejo?	Ntibaáje.
gutáangura	Baátaanguy _e ejo?	Ntibaátaanguye.
gufásha	Baámufashij _e ejo?	Ntibaámufashiye.
kuzímira	Baázimiy _e ejo?	Ntibaázimiye.
kwíiga	Biíz _e ejo?	Ntibiíze.
guhiindukira	Baáhiindukiy _e ejo?	Ntibaáhiindukiye.

Exercise 12. Hesternal indicative vs. participial.

	'Did he arrive yesterday?'	'I think he arrived yesterday.'
kuuza	Yaj' _e ejo?	Nkeeka yáj _e ejo.
gutáangura	Yataánguy _e ejo?	Nkeeka yátaanguye ejo.
gufásha	Yabáfashij _e ejo?	Nkeeka yábafashij _e ejo.
kuzímira	Yazímiy _e ejo?	Nkeeka yázimiy _e ejo.
kwíiga	Yiíz _e ejo?	Nkeeka yíiz _e ejo.
guhiindukira	Yahíindukiy _e ejo?	Nkeeka yáhiindukiye ejo.

Exercise 13. Hesternal indicative vs. relative.

	'I bought some things yesterday.'	'Where are the things you bought?'
kugura	Nagúz _e ibiint _u ejo.	Ibiintu wagúze birŷhe?
kuuzana	Nazány _e ibitab _o ejo.	Ibitab _o wazány _e birŷhe?

kwaambara	Naámbay _e agashímiízi keezá.	Agashímiízi waámbye karíhe?
kugabira	Yangábiy _e impuúzu nziizá.	Impuúzu yakúgabi _e iríhe?
gutéeka	Twaáteets _e inyam _a ejo.	Inyama mwaáteetse ziríhe?
kugorooroora	Baágorooy _e impuúzu nyíínshi.	Impuúzu baágorooye ziríhe?

Exercise 14. Hesternal, negative participial.

'Maybe he didn't see us.'

kubóna	Nkeek' _a atáatuboonye.
kumenya	Nkeek' _a atáatumenye.
kwúumva	Nkeek' _a atáatwuumviise.
kutegeera	Nkeek' _a atáadutegeereye.

Exercise 15. Substitution in Sentences 1 and 2.

'You're looking for eggs,
aren't you?'

'I'm looking for them.'

	'Ntaa mag' _i uroondéra?	Ndayaroondera.
amashu	'Ntaa mash' _u uroondéra?	Ndayaroondera.
gukúunda	'Ntaa mash' _u ukuundá?	Ndayákuunda.
inyama	'Ntaa nyam' _a ukuundá?	Ndazíkuunda.
kugura	'Ntaa nyam' _a uguzé?	Ndaziguze.
kwiibagira	'Ntaa nyam' _a wiibágiye?	Naaziibagiye.

Exercise 16. Substitutions in Sentence 3.

	'Examine the eggs.'	'You'll find they're very good.'
amăgi	Raab _a amăgi.	Usaang _a arí meezá caane.
amashu	Raab _a amashu.	Usaang _a arí meezá caane.
inyama	Raab _a inyama.	Usaang _a arí nziizá caane.
impuúzu	Raab _a impuúzu	Usaang _a arí nziizá caane.
imicúungwá	Raab _a imicúungwá.	Usaang _a arí myilizá caane.
imidúga	Raab _a imidúga.	Usaang _a arí myilizá caane.
ibitabo	Raab _a ibitabo.	Usaang _a arí vyilizá caane.

Exercise 17. Substitutions in Sentence 5.

	'All my eggs are good.'
amăgi	Amagí yaanj _e akomeeye yóóse.
imyeémbe	Imyeémbe yaanj _e ikomeeye yóóse.
intore	Intore zaanje zikomeeye zóóse.
gukaba	Intore zaanje zikavye zóóse.
imbôga	Imbogá zaanje zikavye zóóse.
ibituunguru	Ibituunguru vyaanje bikavye vyóóse.

Exercise 18. Substitutions in Sentence 9.

‘How many francs do I give you?’

amafaraanga	Nguh _a amafaraang _a angáahé?
amăgi	Nguh _a amag ₁ angáahé?
3 sg.	Aguh _a amag ₁ angáahé?
ibiintu	Aguh _a ibiintu biingáahé?
imicúungwá	Aguh _a imicúungwá ingáahé?
1 pl.	Tuguh _a imicúungwá ingáahé?
amăgi	Tuguh _a amag ₁ angáahé?
amafaraanga	Tuguh _a amafaraanga angáahé?

Exercise 19. Substitutions in Sentence 13.

‘Who did you buy these eggs from [yesterday]?’

amăgi	Aya mag ₁ wayáguze naánde?
ibiintu	Ibi biintu wabíguze naánde?
imicúungwá	Iyi micúungwá wayíguze naánde?
inyama	Izi nyama wazíguze naánde?
ikáraámu	Iyi káraámu wayíguze naánde?
urubáangaangwé	Uru rubáangaangwé warúguze naánde?
igitabo	Iki gitabo wakíguze naánde?
iraáangi	Iri raáangi waríguze naánde?

Exercise 20. Substitutions in Sentence 15.

'He brought these eggs on Monday.'

amági	Aya magí yayáazanye ku muúsi waa mbere.
ibiintu	Ibi biintu yabíizanye ku muúsi waa mbere.
uyu muúsi	Ibi biintu yabiizanye uyu muúsi.
ibitabo	Ibi bitabo yabiizanye uyu muúsi.
kumuúsi wa gátatu	Ibi bitabo yabíizanye ku muúsi wa gátatu.
imicuungwa	Iyi micuúngwa yayíizanye ku muúsi wa gátatu.
abáana	Aba báana yabáazanye ku muúsi wa gátatu.
amafaraanga	Aya mafaraanga yayáazanye ku muúsi wa gátatu.
mugitóondo	Aya mafaraanga yayaaazanye mu gitóondo.

Practice conversations.

1.

Where did you buy these eggs?	Aya magí wayáguze héehé?	Nayáguze na Bernardo.
How many did you buy?	Wagúz _a angáahé?	Miroong _o itatu.
When did he bring them?	Yayáazanye ryáarí?	Kw iiyíinga rihezé.
They aren't very good.	Si meezá caane.	

How much did
you pay for
them?

Wayáguz_e amafaraanga
angáahé?

Miroong_o iné n_a
aátaanu. Yaazanye
mashaásha uyu
muúsi. Yaraabe.
Usaang_a akómeye.

2a. (Hesternal)

What time did
you get up
yesterday?

Wavyúutse ryáar_i ejo?

Navyúuts_e isahá zibiri.

What did you
do after you
got up?

Wakóz_e ik_i uvyúutse?

Naríiyogeje.

What did you
do after you
bathed?

Umáze kwíiyozá wakóz_e
ikí?

Naráambaye.

Did you eat
breakfast?

Waráfuunguye mu gitóondo?

Naríiy_e umukáaté
gusa, nca nja mu
kazi.

When did you
get to work?

Washítse ku kazi ryáarí?

Kw iisahá zitatu n_a
ínúsu.

2b. (Hodiernal)

What time did
you get up
today?

Wavyuutse ryáarí uyu
muúsi?

Navyuutse isáh_a imwé.

What did you
do after
you got up?

Wakoz_e ik'_i uvyúutse?

Niíyogeje.

When you had
finished
bathing, what
did you do?

Umáze kwíiyoza wakoz_e
ikí?

Naambaye.

Did you eat?

Waafuunguye?

Nafashe bikéeyá.

Máze gufuungura

nagiiye mu kazi.

Do you like
your work?

Urashiim_a akazi kaawe?

Si kabí caane.

UNIT 17

BASIC DIALOGUE

Dialogue 1.

- | | | |
|----|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| | inó | here |
| 1A | Inó mufuungura kw
iisah _a ' iyiihe? | What time do you eat here
[in this country]? |
| 2B | Amasaha yó gufuungura
's ₁ aamwé.
ijoro
isáa sita | The hours of eating are not
the same.
evening
noon |
| 3B | Isahá ya kábiri, isáa
sitá nó mw iijoro.
-ryá (-ríiye) | Eight a.m., noon, and in the
evening.
to eat |
| 4A | Mu Buruúndi barya
kaangáahé ku muúsi? | How many times a day does one
('do they') eat in Burundi? |
| 5B | 'Har ₁ abaryá gatatu
n _a ábaryá kané.
ibiríibwa (8) | There are those who eat three
times, and those who eat
four times.
something to eat |
| 6A | Ibiríibwa mufisé 'n ₁
ibíiki? | What foodstuffs do you have?
('The foodstuffs that you
have are what?') |
| 7B | Mu Buruúndi harimwa
vyiinshi.
umukáaté (3, 4) | In Burundi, many things are
grown.
bread |
| 8A | Murakúund _a imikáaté? | Do you (pl.) like bread? |

- 9B 'Har₁ abayíkuunda, n_a ábatáyikúunda. There are those who like it, and those who don't like it.

Dialogue 2.

A casual invitation to a close friend.

- soonza (-shoonje) to be hungry
- 10C Eémwe, nuumva nshóonje. I feel hungry.
- 11D Wooshiima kuja kury_a iwáanjé? Would you be satisfied to go eat at my place?
- búza (-bújije) to forbid
- 12C Noobuzwa níkí? Why not? (By what would I be forbidden?) I'd be very pleased!
- 13D Ntaavyó? (addressing wife) Is(n't) there something [to eat]?
- shika haasí to sit down
- 14E Ni mushiké haasí. Please sit down.
- bóneka (-bónetse) to be visible
- 15D Ngwiinó dufuungúre. Come, let's eat. The food is here (has come into view!).
- Indyá zaabónetse.
- 16C Umugoré waaw_e ateeka Your wife cooks very well!
- néezá caane!
- reka (-retse) to stop doing something
- hema (-hemye) to make fun of
- da (emphatic particle)

- 17D Reka kumuhema da... Stop making fun of her!
 mbéega (a question word)
- 18D Mbéeg_a izi nyama 'ni What kind of meat is this?
 iz_a íkí?
- 19D Ni iz_a íngurube. It's pork ('of pig').
- 20C Muumbabárire, siindy_a Excuse me, I don't eat pork.
 inyama z_a íngurube.

1. A note on autonomous verb forms.

Sentences 5 and 9 of this unit contain examples of so-called 'autonomous' verb forms:

'Har_i abaryá gatatu... There are those who eat
 three times...

'Har_i abayíkuunda, There are those that like
 them, and those that
 n_a ábatáyikúunda. don't like them.

An 'autonomous' form was also found in the indirect discourse at the end of Unit 14:

Baamubájije ayamúgeenza. They asked him what makes
 him go.

The slots in which autonomous forms are used are the same ones in which nouns may be used: subject or object of a verb, position following /na' / or /'hari/, etc.

In this sense, they are like substantives. Unlike substantives, however, they may have the same objects and modifiers that other verb forms have:

abaryá gatatu	those who eat three times
abary _a ' inyama	those who eat meat

Autonomous forms may contain object prefixes, and are inflected for aspect (imperfective vs. perfective) and tense, just as other verbs are, except that there is no distinction in the past affirmative between hodiernal and hesternal.

Autonomous forms are of course not differentiated for indicative, participial and relative functions. For this reason, the classification 'autonomous' is grouped together with those three categories into a single 'dimension' of the Kirundi verb.

The structure of the autonomous forms is completely regular. The vowels and consonants are those of the relative form, except for an augment vowel before the prefix in the autonomous form. If the corresponding relative form begins with a vowel, the pre-prefix consists of vowel plus semi-vowel; otherwise it consists of a vowel only:

	abadaáshaaka...	[those]who don't want...
cf.	abaantu badashaaká...	people who don't want...
	iyisóosa	those that are sweet
cf.	imicuúngwa isoosá	oranges that are sweet

[See Exercises 1, 2.]

With respect to its first tone, an autonomous form has a high tone on the third unit of vowel length. If the second vowel of the word is short, the tone thus falls on the third syllable:

iyisóosa	sweet ones
abataáriiye	those who didn't eat

If the second vowel is long, however, the tone falls on the second half of it:

abaáriiye 'those who ate'

[See Exercises 3, 4].

The stem tones of autonomous forms are those most typical of the tense to which the form belongs. This means that most sets have low stem tone [see Exercises 5, 6]. The future affirmative and negative have high tone on the root syllable for all verbs, and the inceptive affirmative and negative (Unit 23) have high tone on the root syllable of high verbs only:

	<u>affirmative</u>	<u>negative</u>
<u>immediate</u>	abasóma	abadásomá
<u>hodiernal</u>	abaásomye	abataásomye
<u>hesternal</u>	abaásomye	abataásomye
<u>future</u>	abazóosóma	abatázoosóma

2. A note on the infinitive as a substantive.

Sentence 2 of this unit contains the expression:

amasáha $\left\{ \begin{array}{l} y_a \text{ úgufuungura} \\ yógufuungura \end{array} \right\}$ 'the hours of eating'

As in many other languages, the form which is called an 'infinitive' has the privilege of taking the same objects and modifiers as any other verb form, but it also may be used in positions, or 'slots' in the sentence which are usually filled by nouns. When the Kirundi infinitive is used in a noun slot, it has the pre-prefix /u-/; any adjectives, possessives, etc.

that agree with it have the concordial prefix of Class 15 (/ku-/~kw-/). This class contains a few members which are not infinitives:

/ukwéezi/ 'month' is one of them.

cf. also: ugusoma kwíiwé 'ni kwiizá his reading is good

When the particle /na'/ or one of the possessives /ya', wa', vya'/etc. is used before a noun of Class 15, the /a/ of the particle and the preinitial /u/ of the noun coalesce to give /o/, a vowel which is phonetically halfway between /a/ and /u/.

y_a'ugufuungura → yógufuungura

Compare the coalescence of this same /a/ with /i/ to produce /e/ (Unit 3, Note 3). An infinitive may be treated in this way, or it may retain the vowel /u/, thus being pronounced either /yógufuungura/ or /yúgufuungura/. [See Exercise 7.]

Exercise 1. Autonomous forms, immediate affirmative vs. negative, Class 2 subject prefix.

	'Those who know how to write are numerous.'	'Those who don't know how to write are few.'
kumenya	Abázi kwaandika 'ni beénshi.	Abatáazí kwaandika 'ni baké.
gushaaka	Abasháaka kwíiga 'ni beénshi.	Abadáshaaká kwíiga 'ni baké.
kuryá	Abary _a ' inyama 'ni beénshi.	Abatáry _a ' inyama 'ni baké.

kuroonka	Abaróonk _a amahera 'ni beénsi.	Abatároonk' _a amahera 'ni baké.
kuba	Ababá muu ngó záabo 'ni beénsi.	Abatába muu ngó záabo 'ni baké.
gukóra	Abakóra mu giságara 'ni beénsi.	Abadákorá mu gisagára 'ni baké.

Exercise 2. Relative vs. autonomous, immediate affirmative, various classes.

	'Are ripe mangoes expensive?'	'Are ripe ones expensive?'
imyeémbe	Imyeémb _e ihiishíy _e iraziimvye?	Iyihíishiy _e iraziimvye?
imicuúngwa	Imicuúngwa ihiishíy _e iraziimvye?	Iyihíishiy _e iraziimvye?
gusóosa	Imicuúngwa isoos' _a iraziimvye?	Iyisóos _a iraziimvye?
icaámwa	Icaámwa gisoosá kiraziimvye?	Igisóosa kiraziimvye?
gukaba	Icaámwa gikavyé kiraziimvye?	Igikávye kiraziimvye?
intore	Intore zikavyé ziraziimvye?	Izikávye ziraziimvye?

indĩmu	Indimú zikavyé ziraziimvye?	Izikávyé ziraziimvye?
gukaata	Indimú zikaatá ziraziimvye?	Izikáata ziraziimvye?
imicuúngwa	Imicuúngwa ikaat _a iraziimvye?	Iyikáat _a iraziimvye?

Exercise 3. Autonomous forms, past hodiernal or hesternal, affirmative.

	'Who brought this book?' ('[He] who brought this book is who?')	
kuuzana	Uwazány _e iki gitabo níi ndé?	
gusoma	Uwasómy _e iki gitabo níi ndé?	
kugura	Uwagúz _e iki gitabo níi ndé?	
kugabira	Uwatúgabiy _e iki gitabo níi ndé?	
kwaandika	Uwaándits _e iki gitabo níi ndé?	
kwíiga	Uwiíz _e iki gitabo níi ndé?	
kumara	Uwamáz _e iki gitabo níi ndé?	

Exercise 4. Autonomous forms, hodiernal negative.

	'Those who didn't work [today] won't receive money.'	
gukóra	Abatáakoze 'ntibazóoróonk _a amafaraanga.	
gufásha	Abatáadufashije 'ntibazóoróonk _a amafaraanga.	
kwíiga	Abatíize 'ntibazóoróonk _a amafaraanga.	
kuja	Abatáagiye 'ntibazóoróonk _a amafaraanga.	
kurima	Abatáarimye 'ntibazóoróonk _a amafaraanga.	
kugaruka	Abatáagarutse 'ntibazóoróonk _a amafaraanga.	

Exercise 5. Autonomous forms as objects of verbs. Affirmative vs. negative.

	'Bring the sweet ones.'	'Stop bringing ones that aren't sweet.'
(imicuúngwa)	Zan _a iyisóosa.	Reka kuuzana iyidásoosá.
gukaata	Zan _a iyikáata.	Reka kuuzana iyidákaatá.
(indĩmu)	Zan _a izikáata.	Reka kuuzana izidákaatá.
kubora	Zan _a izibóze.	Reka kuuzana izitábozé.
(ibitooke)	Zan _a ibibóze.	Reka kuuzana ibitábozé.
(imihwí)	Zan _a iyibóze.	Reka kuuzana iyitábozé.
gusha	Zan _a iyihíiye.	Reka kuuzana iyidáhiiyé.

Exercise 6. Autonomous forms, immediate negative vs. affirmative.

'The ones that aren't sweet are cheaper than the ones that are.'

gusóosa	Iyidásoos' _a iraziimbutse gusuumba iyisóosa.
gukaata	Iyidákaat' _a iraziimbutse gusuumba iyikáata.
(indĩmu)	Izidákaatá ziraziimbutse gusuumba izikáata.
kubora	Izitábozé ziraziimbutse gusuumba izibóze.
(ibitooke)	Ibitábozé biraziimbutse gusuumba ibibóze.
(imihwi)	Iyitáboz' _e iraziimbutse gusuumba iyibóze.
gusha	Iyihíiye iraziimbutse gusuumba iyidáhiiyé.

[NB Some speakers may prefer to reverse the statement of this comparison, putting the greater of the two items before /-suumba/ 'to pass'.]

Exercise 7. Substitutions in Sentences 1 and 2. Possessive plus infinitive.

'What time do you eat here?'

'The hours of eating vary.'

gufuungura

Inó mufuungura kw iisah_a' iyííhe?

Amasáha yógufuungura 's₁ aamwé.

kuvyúuka

Inó muvyúuka kw iisah_a' iyííhe?

Amasáha yókuvyúuka 's₁ aamwé.

kwíiyozza

Inó mwíiyozza kw iisah_a' iyííhe?

Amasáha yókwíiyozza 's₁ aamwé.

kugeenda mukazi

Inó mugeenda mu kazi kw iisah_a' iyííhe?

Amasáha yókugeenda mu kazi 's₁ aamwé.

Exercise 8. Substitutions in Sentence 4. Locatives with various stems.

'How many times a day do they eat in Burundi?'

Uburuúndi

Mu Buruúndi barya kaangáahé ku muúsi?

waányu

Iwaányu murya kaangáahé ku muúsi?

waábo

Iwaábo barya kaangáahé ku muúsi?

Bujuumbura

I Bujuumbura barya kaangáahé ku muúsi?

ibisagára

Mu bisagára barya kaangáahé ku muúsi?

Exercise 9. Substitutions in Sentence 6. Concords.

‘What foods do you have?’

ibiriíbwa	Ibiriíbwa mufisé 'n _i ibíki?
ibitabo	Ibitabo mufisé 'n _i ibíki?
ivyaámwa	Ivyaámwa mufisé 'n _i ibíki?
imbõga	Imbogá mufisé 'n _i iinkí?
(bo)	Imbogá bafisé 'n _i iinkí?
impuúzu	Impuúzu bafisé 'n _i iinkí?
abáana	Abáana bafisé 'n _i abáki?

Exercise 10. Substitutions in Sentence 17.

‘Stop making fun of him/her.’

guhema	Reka kumuhema.
kurima	Reka kurima.
gusoma →	gukóra, kuvúga, gukáraba.

Practice conversations.

1.

You ask what people eat for breakfast in Burundi. Mu Buruúndi bafuungur_a ikí mu gitóondo?

Mu bisagára har_i
abeénshi bary_a
imikáaté.

When your friend replies, you ask whether they eat fruit for breakfast.

Barary_a' ivyaámwa mu gitóondo?

Oya, 'ntibary_a' ivyaámwa mu gitóondo.

2.

You ask your friend what his favorite food is. When he tells you, you ask whether it is expensive in Burundi.

Ibiriíbwa_a ukuundá gusuumba ibiíndi n_i ibiíhe?

Nkuund_a inyama z'_a inkóko.

Inyama z'_a inkóko ziraziimvye mu Buruúndi?

Ntiziziimvyé caane.

3.

You inquire how many times a week your friend goes to the market. You further ask what hour of the day he goes.

Ugeenda kw iisokó kaangáahé mu cuumwéeru?

Kabiri 'caanké gatatu.

Ugeenda giheki?

Ngeenda saa tatu.

4.

You see that your friend has a basket of fruit, and ask where he bought it. You comment that it is very nice, and inquire about the price.

Ibi vyaámwa wabiguzěhe?

Nabiguze kw

iisoko.

'N_i ivyaámwa vyizá.

Wabiguz_e angáhé?

Nabiguz_e amafaraanga

cúmi.

Free conversation.

Discuss the eating habits of the people of various countries.

UNIT 18

BASIC DIALOGUE

Dialogue 1. (Continued from Dialogue for Unit 17.)
 indya (9, 10) food

- | | | |
|----|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1A | Iziíndi ndyá mufuungúra
'n ₁ iziíhe?
ubushaza (14)
ibiharage (8)
ibijuumpu (8) | What other foods do you eat?
(Other foods that you eat
are which?)
peas
beans
sweet potatoes |
| 2B | Tury _a ubushaza,
ibiharage n _a íbijuumpu.
inzõga (9)
-nywá (-nyóoye) | We eat peas, beans and sweet
potatoes.
beer
to drink |
| 3A | Muranyw _a inzogá mu
Buruúndi? | Do you drink beer in Burundi? |
| 4B | Turanyw _a inzogá keénshi.
-kúura (-kúuye) | We drink beer often.
to make of |
| 5A | Inzogá muzikuura mukí?
amahoonda (6)
ubũro (14) | What material do you use in
making beer?
sorghum
millet |
| 6B | Tuzikuura mu bitooke,
mu mahoonda, nó mu
bũro. | We make it from bananas, sor-
ghum and millet. |

Dialogue 2.

Mu gikoóni.In the kitchen.

- | | | |
|-----|-------------------------------------------------------------------------|-------------------------------------|
| | -héza (-héjeje) | to finish |
| | -óza (-ógeje) | to wash |
| | isáhaáni (9, 6) | dish, plate |
| 7A | Naahéjeje kwóoz _a
amasáhaáni. | I just finished washing the dishes. |
| | -óogéesha (-óogeesheje) | to use in washing |
| | amáazi (6) | water |
| | -mera (-meze) | to be in a certain state |
| 8B | Wayòogeeshej _e amáaz _i
aměz _e aáte? | What kind of water did you use? |
| | -kóreesha (-kóreesheje) | to use |
| | isábuné (9, 6) (or: isabũne) | soap |
| | -hóra (-hóze) | to become cool (food or liquid) |
| 9A | Nakoreeshej _e isábuné
ná amáaz _i ahozé. | I used soap and cold water. |
| | -shúusha (-shúuhije) | to heat |
| 10B | Shuush _a amáazi, haanyum _a
uyasubírěmwo. | Heat the water, then do them again. |
| | -hóra (-hóze) | to always do |
| | -shúuha (-shúushe) | to become hot |
| 11B | Duhora dúkoreesh _a
amáazi ashuushé, | We always use hot water, |

	-kúura (-kúuye)	to remove, extract
	ubuhoma (14)	dirtyness
12B	´niy _o ´ akuur _a ´ ubuhoma bwóóse.	that is what takes off all the dirt.
	kukí	why?
13A	Kukí? Mbon _a arí meezá.	Why? They look all right to me!
	´yamará	but
	isuku (5)	hygiene, cleanliness
	-aandura (-aanduye)	to contract (a disease)
	ingwáara or:indwáara (9, 10)	sickness
14B	´Yamar _a ´ isuku ritwii giisha gukóreesh _a amáaz ₁ ashuushé kugíra ngo ntitwáandur _e ingwáara (indwáara).	But hygiene teaches us to use hot water so that we don't get sick.
	hiingá	wait a minute
15A	Eegó nduúmviise, hiingá ndayashuúshe.	Yes, I understand, wait and I'll heat it.
16B	Ubona yáa máazi yáashúushe?	Can you see if that water is hot?
	mberé	in fact
	-bira (-bize)	to boil

- 17A Eegó, mberé mbon_a Yes, in fact it's boiling.
arík_o arabira.
izíiko (5, 6) stove
gatóoyá a little
- 18B Yakuure ku zíiko, Take it off the stove and let
uyarek_e ahore gatóoyá. it cool a little.
- 19B Haanyum_a uboné gusúbira Then wash those dishes in
kuyóozamw_o ayo (the water) again.
masáhaáni.

1. A note on the subjunctive.

The term SUBJUNCTIVE applies to certain Kirundi verb forms which lie outside of the six major dimensions cf. Synopsis p.xxvi). Grammatically, these forms are 'dependent', in the sense that they are not ordinarily used as the only or as the principal verb of a complete sentence. Semantically, the Kirundi subjunctive covers approximately the same area as that which is common to the so-called subjunctive of Indo-European, and of other Bantu languages. This will be discussed more explicitly at the end of the present note.

In form, the subjunctive shares with the (non-subjunctive) perfectives the final vowel /-e/. This /-e/, however, is preceded by the imperfective stem, not by the perfective stem. Thus:

cf.	Perfective:	agu <u>z</u> e...	he bought/sold...
	Subjunctive:	agu <u>r</u> é...	that he may buy/sell...

The subjunctive does not take any tense prefixes except the future /-zóo-/. It is not differentiated for indicative, participial, relative or autonomous mood, and may in fact be thought of, in some respects at least, as an additional, highly defective mood.

The affirmative, non-future subjunctive has the subject prefix, followed by the object prefix or prefixes if any, followed by the imperfective stem, followed by final /-e/:

tu - zi - mesúur - e

The stem of an affirmative non-future subjunctive form has a high tone. The precise location of this high tone is predictable, but the rules for its location have a different basis from that which underlies the placement of the stem tone in most other verb forms. The location of the stem tone of the other forms is stated in terms of syllables, with the root syllable (Unit 4, Note 3) being taken as the point of reference. The important point to note here is that a single syllable may have either a short vowel (one unit of vowel length), or a long vowel (two units of vowel length). It is the syllable, not the unit of vowel length, that is the basic unit for calculating the position of the stem tone for most of the other forms of the Kirundi verb.

In the subjunctive, on the other hand, the number of syllables is irrelevant for the description of stem tones. What does count is the number of units of vowel length:

Immed. Neg. Indic. (basic unit is the syllable)	Subjunctive (basic unit is the mora)
ˈntituraab <u>á</u>	turaab <u>é</u>
ˈntitumes <u>ú</u> ura	tumesu <u>ú</u> re
ˈntiduhiind <u>ú</u> kira	duhiind <u>ú</u> kire
ˈntidukur <u>í</u> kira	dukurik <u>í</u> re
ˈntidutab <u>á</u> ara	dutaba <u>á</u> re
ˈntitugur <u>á</u>	tugur <u>é</u>

From this point on, the word MORA will be used as an equivalent for the phrase 'unit of vowel length.'

In the above examples, the stem tone of all the subjunctive forms falls on the third mora of the stem except that in /tuguré/, which has only two moras in its stem, the tone falls on the last mora. [See Exercises 1, 2].

In affirmative subjunctive forms that have a single object prefix, the mora or moras of the object prefix must be counted in finding the location for the stem tone. The tone falls on the third mora of the unit which includes both the object prefix and the stem:

tubigur <u>é</u>	that we should buy/sell them
tuzimes <u>ú</u> ure	that we should launder them
tubira <u>á</u> be	that we should examine them
twiiy <u>ó</u> ze	that we should bathe (ourselves)

[See Exercises 3, 9.]

If there is an object prefix, and the subject prefix is /n-/ 'I', then there is an added syllable /-da-/ between the two:

tu - bi- -raab--e	that we should examine them
ba - bi- -raab--e	that they should examine them
n--da-bi--raab--e	that I should examine them

[See Exercise 3.]

The structure of the negative subjunctive forms is much simpler. The negative begins with /nti-/, which combines with subject prefixes in exactly the same way as for the negative indicative (Unit 4, Note 2). There is a high tone on the second mora of the word. Stem tone is low:

'ntibákugaye	so that they should not criticize you
'ntaázimire	so that he should not get lost

[See Exercise 4.]

Uses of the subjunctive.

Any attempt to summarize the use of the Kirundi subjunctive in terms of its meaning would be fruitless and confusing. The dialogues and exercises provide a fair sampling of the ways in which subjunctive forms are used: after imperatives, after certain verbs, and after certain other words such as /hiingá/. The student is advised to note the kinds of sentences in which he finds subjunctive forms, and to practice each one separately. [See Exercises 2, 3, 4, 9, 10.]

Exercise 1. Subjunctive. Placement of stem tone according to the structure of the stem.

A. CVCV stems.

kugura	Ngur' _e izo fí?	Shall I buy these fish?
gusoma	Basom' _e ico gitabo?	Shall they read that book?
guhéza	Duhez' _e ubu?	Shall we finish now?
gukóra	Ashaaka ngo nkor' _e imiís _i ibiri.	He wants me to work for two days.

B. CVVCV stems.

guhíishira	Roreer _a ahiishíre.	Wait till it gets ripe.
kuraaba	Zan _a iyo myeembe ndayiraábe.	Bring those mangoes so I may examine them.
gufuungura	Ngo dufuungúre.	(Come) let's eat.
gutóora	Muh _e atooré.	Give [them] to him so he may choose.

[After each section of Exercise 1 has been practiced by itself, it should be combined with all preceding sections, so that the student is given sentences taken at random from all sections practiced up to that time.]

C. CVCVVC stems.

kumesuura	Geend _a umesuúre.	Go do the laundry.
kugoroora	Geend _a ugoroóre.	Go do the ironing.
gutabaara	Geend _a utabaáre Yohaáni.	Go help John.
gutegeera	Geend _a utegeér _e inká.	Go wait for the cattle.

D. CV stems.

kuryá	‘Ntiwoororeera ngo turyé?	Please wait so we may eat.
kunywá	‘Ntiwoondoreera ngo nywé?	Please wait so I may drink.
kujá	Ngo tuj _e i Gitéga.	Let's go to Kitega.
kuvá	Hiingá tuvé háno.	Let's leave here.

E. The stem /-za/.

kuuza	Hiing _a azé turaabé.	Wait till he comes so we may look.
-------	---------------------------------	------------------------------------

F. Stems that begin with a vowel.

kwíiga	Reka yiigé gusoma.	Wait and let him learn to read.
kwúubaka	Ngo twuubák _e inzu háno.	Let's build a house here.
kwíiyoza	Roreera twiiyóze.	Wait while we bathe.
kwaambara	Hiingá yaambár _e impuúzu.	Wait and he'll get dressed.

Exercise 2. Subjunctive after imperative.

‘Go into the kitchen and wash the dishes.’

kwóoza	Geenda mu gikoóni wooz _e amasáhaáni.
kuuzana	Geenda mu gikoón _i uzan _e amasáhaáni.
inyama	Geenda mu gikoón _i uzan _e inyama.
gutéeka	Geenda mu gikoón _i uteek _e inyama.

indyá	Geenda mu gikoón _i uteek _e indyá.
kuryá	Geenda mu gikoón _i ury _e indyá.
umukáaté	Geenda mu gikoón _i ury _e umukáaté.
kuroondera	Geenda mu gikoón _i uroondér _e umukáaté.
ibitaambara	Geenda mu gikoón _i uroondér _e ibitaambara.
ibiyíiko	Geenda mu gikoón _i uroondér _e ibiyíiko.
amasáhaáni	Geenda mu gikoón _i uroondér _e amasáhaáni.
kwóoza	Geenda mu gikoón _i wooz _e amasáhaáni.

Exercise 3. Subjunctive after imperative: Object prefixes after 1 sg. with /-da-/ vs. other persons and numbers without /-da-/.

A.	'Bring the fruit so we can look it over.'	'...so that I may look it over.'
kuraaba	Zan _a ivyaámwa tubiraábe.	Zan _a ivyaámwa ndabiraábe.
gupiima	Zan _a ivyaámwa tubipiíme.	Zan _a ivyaámwa ndabipiíme.
kugura	Zan _a ivyaámwa tubiguré.	Zan _a ivyaámwa ndabiguré.
kuryá	Zan _a ivyaámwa tubiryé.	Zan _a ivyaámwa ndabiryé.
B.	'Bring the clothes so I may examine them.'	'...so that they...'
kuraaba	Zan _a impuúzu ndaziraábe.	Zan _a impuúzu baziraábe.
gupiima	Zan _a impuúzu ndazipiíme.	Zan _a impuúzu bazipiíme.
kugura	Zan _a impuúzu ndaziguré.	Zan _a impuúzu baziguré.
kwaambara	Zan _a impuúzu ndazaámbare.	Zan _a impuúzu bazaámbare.

kumesuura	Zan _a impuúzu ndazimesúure.	Zan _a impuúzu bazimesúure.
kugoroora	Zan _a impuúzu ndazigoróore.	Zan _a impuúzu bazigoróore.

C.	'Bring the water so that he may heat it.'	'...so that I...'
gushúusha	Zan _a amáaz _i ayashuúshe.	Zan _a amáazi ndayashuúshe.
kuraaba	Zan _a amáaz _i ayaraábe.	Zan _a amáazi ndayaraábe.
kunywá	Zan _a amáaz _i ayanywé.	Zan _a amáazi ndayanywé.

Exercise 4. Negative subjunctive.

kuzímira	Mufashe ntaázimire.	Help him so he doesn't get lost.
kwaandura	Roong _a izo ntoofanyi ntitwáandur _e ingwáara.	Wash those potatoes so we don't get sick.
kugaya	Kora néezá 'ntibákugaye.	Work well so that they don't complain about you.
jeewé	Kora néezá siíndakugaye.	...so that I don't com- plain about you.

Exercise 5. Substitutions in Sentence 7.

'I've finished washing the dishes.'

kwóoza	Naahéjeje kwóoz _a amasáhaáni.
kwaandika	Naahéjeje kwaandik _a ikeéte.
gupiima	Naahéjeje gupiim _a amăgi.

kuryá	Naahéjeje kuryá.
gukáraba	Naahéjeje gukáraba.
kwaambara	Naahéjeje kwaambara.

Exercise 6. The verb /-mera/ (cf. Sentence 8).

‘What kind of water did you wash with?’

kwóogeesha	Woogeeshej _e amáazi améz _e aáte?
kunywá	Wanyooy _e amáazi améz _e aáte?
inzǒga	Wanyooy _e inzǒg _a iméz _e ííte?
kugura	Waguz _e inzog _a iméz _e ííte?
isábuúni	Waguz _e isábuún _i iméz _e ííte?
ibiriíbwa	Waguz _e ibiriíbwa biméze bíte?
kuryá	Wariiy _e ibiriíbwa biméze bíte?
inyama	Wariiy _e inyama ziméze zíte?
umukáaté	Wariiy _e umukáat _e uméz _e uúte?

Exercise 7. The verb /-hora/.

‘We always use hot water.’

gukóreesha	Duhora dúkoreesh _a amáaz _i ashuushé.
kuryá	Duhora túry _a imbogá nyiínshi.
kwíiyozá	Duhora twíiyozá mu gitóondo.
gusaanga ‘join’	Duhora tímusaanga ku kibaánza.

kuja Duhora túj_a i Gitéga mu 'camion'.
jeewé Mpora nkóreesh_a amáaz₁ ashuushé.

Exercise 8. Substitution in Sentence 12.

'Water is what removes dirt.'

Amáazi 'niy_o' akuur_a ubuhoma.

isáabũne Isáabũne 'niy_o' ikuur_a ubuhoma.

kuziimba Isáabũne 'niy_o' iziimvyé.

urupaapuro Urupaapuro 'nirwó ruziimvyé.

inyama Inyama 'nizó ziziimvyé.

amãgi Amãgi 'niy_o' aziimvyé.

umudúga Umudúga 'niw_o' uziimvyé.

imidúga Imidúga 'niy_o' iziimvyé.

Exercise 9. Subjunctive with /hiingá/, with and without an object prefix.

'Wait and I'll heat the water.'

'Wait and I'll heat it.'

Hiingá nshuush_e amaázi.

Hiingá ndayashuúshe.

ibiriíbwa Hiingá nshuush_e ibiriíbwa.

Hiingá ndabishuúshe.

kuuzana Hiingá nzan_e ibiriíbwa.

Hiingá ndabiízane.

kuryá Hiingá ndy_e ibiriíbwa.

Hiingá ndabiryé.

umuceri Hiingá ndy_e umuceri.

Hiingá ndawuryé.

gutéeka Hiingá nteek_e umuceri.

Hiingá ndawuteéke.

tweebwé	Hiingá duteek _e ' umuceri.	Hiingá tuwuteéke.
kugura	Hiingá tugur _e ' umuceri.	Hiingá tuwuguré.
kuraaba	Hiingá turaab _e ' umuceri.	Hiingá tuwuraábe.

Exercise 10. Subjunctive with /-reka/.

	'Wait until the water is hot.'	'Leave it (the water) that it may get hot.'
	Rek _a amáaz _i ashuhé.	Yarek _e ashuhé.
kubira	Rek _a amáaz _i abiré.	Yarek _e abiré.
guhóra	Rek _a amáaz _i ahoré.	Yarek _e ahoré.
umuceri	Rek _a umucer _i uhoré.	Wurek _e uhoré.
gushá	Rek _a umucer _i ushé.	Wurek _e ushé.
inyama	Rek _a inyama zishé.	Zireke zishé.
guhóra	Rek _a inyama zihoré.	Zireke zihoré.

Practice conversations.

1.

Your friend asks you whether people often eat mangoes in the US. He asks you whether we have any mangoes in the US.	Abanyaameeriká barary _a ' imyeembe keénshi? Bararim _a imyeembe murí Ameeriká?	Oya, 'si keénshi. Abó mu bumanuko barayirima.
---------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------

2.

You are a domestic servant. You notify your employer that you have finished the laundry. But you did it with cold water.

Naahéjeje kumesuur_a
impuúzu.

Wameshuuj_e amáazi
ashuushé?

Oya, nameshuuj_e
ayahóze.

‘Ni kuk_i
utaakoreeshej_e
ayashúushe?

3.

As an employee, you report that the supply of soap is exhausted. You ask whether you should go immediately.

Isábuné yaashíze.

Geend_a uгур_e
iyiíndi.

Ngeendé kuyigur_a ubu?

Oya turajaana saa
sitá.

4.

You are an employer. You ask your employee how much he paid for the soap. You point out that what he has bought was the expensive kind.

Iyi sábuní wayiguz_e
angáahé?

Nayiguz_e amafaraanga
cúni.

Ntiwari kugur_a iyo

mákeeyá? Waguz_e

iyizíimvye.

Yaanziimvye, mugábo

ni nziizá.

- 7C Umuceri bawuteeka báte? How is rice cooked? (‘Rice, how do they cook it?’)
- 8D Ufat_a umuceri, ukawuroonga You take rice and then you
mu máazi meez’_a ahozé. wash it in clean cold water.
inkóno (9, 10) pot
-suka (-sutse) to pour into
- 9D Haanyum_a ukawusuka muu Then you pour it into a pot
nkón_o ìrimw’_o aamáaz_i containing hot water, on
ashuushé, ku zíiko. the stove.
- 10C Ukoreesh_a inkón_o imezé What kind of pot do you use?
gúte?
isafuriya (9, 6) kettle
- 11D Ushobora kuwúteeka mw You can cook it in a kettle,
isafuriya, ‘caanké muu or in a Kirundi-style pot.
nkóno y_a Íkiruúndi.
- 12C Uhíiy_e umuunt_u agir_a When it is done, then what?
aáte? (‘...how does a person do?’)
-úumuuka (-úumuutse) to get dry
- 13D Umucer_i uryooha wúumuutse. Rice tastes good when it
doesn’t contain much water.
igipfúundikizo (7, 8) cover, lid of a Kirundi pot
amakára (6) coals
umufúniko (3, 4) cover of a kettle

- 14D Mu kuwúumuutsa basuk_a
amakár_a ashuushé ku
mufúniko w_a ísafuriya.
umúunyu (3)
- To make it dry (‘in making it dry’) you (‘they’) put hot coals on the cover of the pot.
salt
- 15C K’_o ataa múunyu wavuzé?
-kóza (-kójeje)
- You didn’t mention salt.
(‘There is no salt that you mentioned.’)
to eat with condiments
- 16D Abaantu bamwé bashiima
gushír_a umúunyu muu
mbõga zó kuwúkoza.
- Some people like to put salt with the vegetables they eat with it. (‘...for eating with it.’)
3.
imaangaziini (9, 10 or 6)
- 17E Har_i intoofanyi zisigáye
mu máangaziíni?
-goomba (-goomvye)
- Are there some potatoes in the storeroom yet?
to want, desire, lack
- 18F Mberé nagoomba kukúbaza
kó ntooziteek_a uyu
muúsi.
ba
- I intended to ask you if I couldn’t cook some for today.
(an emphatic particle)
- 19E B_a aríz_o uteeká.
- Cook them.
- 20F Naahéjeje kuzíharura nó-
kuziroonga.
- I finished peeling and washing them.
- 21F Nooné nziteekaá nte?
- Now how do I cook them?

	-káraanga (-káraanza)	to fry or roast
22E	Uzikaraanga mu mavúta. hogi	You fry them in fat. let's go
23E	Hogi nkweérek _e amavút _a ukoréesha.	Go on and I'll show you the fat to use.
24F	Aríko 'sinz _i ingéne bakoréesh _a ayo mavúta.	But I don't know how to use that fat.
25E	Ngo nkweéreke.	Come [on and] I[ll] show you.
26F	Ntaa ziíndi mbogá nteeká? ntuúze	Aren't there other vegetables for me to cook? ('...that I cook?')
		(an emphatic particle)
27E	Oya mugábo ntuúze kwiibagira kuuzana isálaáde ku méezá.	No, but don't you forget to bring the salad to the table.

1. A note on the presentative forms.

One type of verbless sentence in Kirundi has as its nucleus a PRESENTATIVE form. Examples of presentatives are found in these sentences:

Zan _a intoofanyi.	<u>´Ngiizí.</u>	Bring some potatoes. Here they are.
	<u>´Ngiizó.</u>	There they (Cl. 10) are. (Unit 17, Stc. 14)
<u>Ngaay</u> _a amafaraanga nazanyé.		Here is the money I brought.

These 'presentative' forms may be represented according to the following formula:

/ng/ plus demonstrative with the first vowel long;
the first mora has a provisional high tone (Unit 1 , Note 8),
and the last has an anticipated high tone:

	´This is he, etc.	´That is he, etc.' (used if the person spoken about is nearer the hearer)
Cl. 1	´nguuyú	´nguuyó
2	´ngaabá	´ngaabó
5	´ngiirí	´ngiiryó
6	´ngaayá	´ngaayó
	etc.	etc.

The most general English equivalents are 'here it is', 'there it is'.

Depending on the relative distance from the speaker and hearer one may use a number of different sets of presentative forms, each based on a different set of demonstratives.

Meeussen § 351 lists five such series:

Cl. 1	´nguuyú	´nguuyó	´nguunó	´nguuryá	´nguurííya
Cl. 2	´ngaabá	´ngaabó	´ngaabáno	´ngaabárya	´ngaabáriíya
	etc.	etc.	etc.	etc.	etc.

The third of these series (/ʼnguunó/, /ʼngaabáno/ etc.) is not used by all speakers of Kirundi.

A presentative form may be used as the only word in a sentence. It may also be used followed by a noun, as in:

}	ʼNgiik _i igitabo caanje.	This here is my book. (ʼThis is it, my book.ʼ)
	ʼNgiikirya _a igitabo caanje.	There is my book.

The noun, in turn, may also be followed by a relative verb, as in the third of the above examples. [For practice with presentative forms, see Exercises 5, 6].

2. A note on the defective verb /-ri/.

The defective verb /-ri/ has been encountered in almost every unit since Unit 1:

	Nd _i umuzuúngu.	I'm a European.
Persistent:	Uracáar _i umusóre?	Are you still a bachelor?
Non-recent:	Umuceri...war _i úúryooshe.	The rice was good. (cf. Stc. 6)
Imm. Particip:	Mbon _a arí nziizá.	They look good to me.
Imm. Rel:	...k _o ár _i Umunyaameeriká.	that he is American.
Non-rec. Rel:	...igihe yarí háno.	...the time he was here. (Unit 16, Stc. 16)

The stem /-ri/ is inflected for mood (indicative, participial, relative and autonomous) and for four of the tenses

(immediate, hodiernal, hesternal, persistive.)

Forms which contain the stem /-ri/ are not differentiated for aspect (perfective, imperfective) or for linkage (conjunct, disjunct). The missing tenses are supplied by forms containing the stem /-bá/, which is regular. The same is true for infinitive, subjunctive and imperative forms.

In general, the forms that contain /-ri/ follow the same pattern as the (conjunct) forms of regular verbs. It should be remembered, however, that because the stem contains only one syllable, forms which for most verbs have high tone on the post-radical syllable (e. g. the immediate relative) will have high tone on the /-ri/ itself:

arí '...who is' (relative)

In the same way, the prefix tone of the participial, which for most verbs falls on the first vowel after the first consonant, will fall on /-ri/ if the subject prefix is monophonic:

arí 'he being...' (participial)

Sample forms are given in the table below, which is taken from Meeussen (p. 146). Each set contains a 3 pl. form as an example of the forms with diphonic subject prefixes, 3 sg. as a representative of the forms with monophonic vowel prefixes, and 1 sg. as the form with monophonic nasal prefix.

	IND.	PART.	REL.	AUT.
Imm.	bari	bári	barí	abarí
	ari	arí	arí	uwurí
	ndi	ndí	ndí	

Hodiernal	baari	báari	baari	abaári
	yari	yári	yari	uwarí
	nari	nári	nari	
Hesternal	baári	báári	baári	abaári
	yarí	yári	yarí	uwarí
	narí	nári	narí	
Persist.	bakiri ¹	bákiri	bakirí	abakíri
	akiri	akíri	akirí	uwukíri
	nkiri	nkíri	nkirí	

¹ Varr. baracáari, aracáari, ndacáari.

	IND.	PART.	REL.	AUT.
Imm.	ántibarí	bátarí	batarí	abatári
	ántarí	atári	atarí	uwutári
	ásindí	ntári	ntarí	
Hodiernal	ántibaari	bátaari	bataari	abataári
	ántiyari	atáari	ataari	uwutáari
	ásinari	ntáari	ntaari	
Hesternal	ántibaári	bátaári	bataári	abataári
	ántiyarí	atáári	ataári	uwutáári
	ásinarí	ntáári	ntaári	
Persist.	ántibakiri	bátakiri	batakiri	abatákiri
	ántakiri	atákiri	atakiri	uwutákiri
	ásinkiri	ntákiri	ntakiri	

Forms that contain /-ri/ never contain an object prefix. They may, however, be followed by the locative enclitics /-kó/, /-hó/, /-yó/, /-mwó/, or the interrogative locative enclitic /-hé/. (cf. Unit 3, Note 4). [For practice with some of the forms that contain /-ri/, see Exercises 1-4.]

Apparently not completely subsumed by the foregoing are the data of Exercise 10:

Zan	a	isafuriya	zírímw'	inzǒga.	Bring the kettles
		amasafuriy _a	arimw' _o	inzǒga.	with beer in them.

Zan	a	isafuriya	zírímw'	aamáazi.
		amasafuriy _a	arimw' _o	aamáazi.

Two points should be noted in these sentences:

(1) The tone on the subject prefix /zi-/ in the first example indicates that these forms are participial, and not relative.

(2) Before nouns of Cl. 9, 10 (e. g. /inzǒga/) the mora of /-mwó/ undergoes normal elision, but before nouns of the other classes (e. g. /amáazi/, above), the vowel is not lost. Instead, it is assimilated to the quality of the vowel that follows it.

3. A note on the defective verb /-te/ 'to do how?'

This verb, like the related verbs /-tya/ 'to do or be thus' and /-tyo/ 'to do or be that way' has even fewer forms than /-ri/. These verbs take subject prefixes, but only in one set, which corresponds approximately to the immediate affirmative participial:

Umuceri	bawuteeka	báte?	How do they cook rice?
			(Sentence 7)

/...umuunt _u	agiraáte?/	...how does a person do?
		(Sentence 12)

/Nziteekaánte?/

How do I cook them?
(Sentence 21)

Woogeshej_a amáazi
améz_e aáte?

What kind of water did you
use? (Unit 18, Stc. 8)

These verbs have certain peculiarities:

(1) They always occur after some other verb.

(2) Unlike the participial forms of other verbs, these verbs never have the tone on the last syllable, even when the subject prefix is monophonic. (cf. Unit 16, Note 2).

(3) The final vowel of the preceding word is usually lengthened if the vowel of the syllable which precedes it is short (cf. the second example, above.). Lengthening also occurs, of course, before the 1 sg. form, which begins with a nasal plus another consonant (/nt-/).

[For drill sentences which contain forms of /-te/, see Exercises 12-14.]

Exercise 1. Immediate indicative of /-ri/, affirmative vs. negative.

	'I am an American.'	'I'm not a Belgian.'
jeewé	Nd _i Umunyaameriká.	Sind _i Umubirigi.
wewé	Ur _i Umunyaameriká.	Ntur _i Umubirigi.
we	'N _i Umunyaameriká.	'S _i Umubirigi.
tweebwé	Tur _i Abanyaameriká.	Ntitur _i Ababirigi.
mweebwé	Mur _i Abanyaameriká.	Ntimur _i Ababirigi.
bo	'N _i Abanyaameriká.	'S _i Ababirigi.

Exercise 2. Immediate affirmative participial of /-ri/.

‡I went to the market.‡

‡He arrived when I was at the market.‡
(‡...I being at the market.‡)

jeewé Nagiiye kw iisöko.

Yashitse ndí kw iisöko.

wewé Wagiiye kw iisöko.

Yashits_e urí kw iisöko.

Yohaáni Yohaáni yagiiye kw iisöko.

Yashits_e arí kw iisöko.

tweebwé Twaagiiye kw iisöko.

Yashitse túri kw iisöko.

mweebwé Mwaagiiye kw iisöko.

Yashitse múri kw iisöko.

bo Bagiiye kw iisöko.

Yashitse bári kw iisöko.

Exercise 3. The verb /-ri/, affirmative vs. negative participial.

‡Does he look to you
like a Belgian?‡

‡He seems to me not to
be a Belgian.‡

Umubirigi Ubon_a ar_i Umubirigi?

Mbon_a atár_i Umubirigi.

umuzuúngu Ubon_a ar_i umuzuúngu?

Mbon_a atár_i umuzuúngu.

umwiígiisha Ubon_a ar_i umwiígiisha?

Mbon_a atár_i umwiígiisha.

umudaándaza Ubon_a ar_i umudaándaza?

Mbon_a atár_i umudaándaza.

umusóre	Ubon _a ar' _i umusóre?	Mbon _a atár _i umusóre.
abasóre	Ubon _a ar' _i abasóre?	Mbon _a atár _i abasóre.
abakáraáni	Ubon _a ar' _i abakáraáni?	Mbon _a atár _i abakáraáni.
abazuúngu	Ubon _a ar' _i abazuúngu?	Mbon _a atár _i abazuúngu.
Abahíindí	Ubon _a ar' _i Abahíindí?	Mbon _a atár _i Abahíindí.
Abanyaafiriká	Ubon _a ar' _i Abanyaafiriká?	Mbon _a atár _i Abanyaafiriká.

Exercise 4. Affirmative of /-ri/; indicative vs. participial vs. relative; vowel-initial vs. consonant-initial prefixes.

'Are all the oranges here?'

'I think they are here.'

'He said that they are here.'

imicuúngwa yóóse Imicuúngwa yóós_e iri háno?

Mbon_a irí háno.

Yavuze k'_o irí háno.

amăgi Amăgi yóóse ari háno?

Mbon_a arí háno.

Yavuze k'_o arí háno.

abáana Abáana bóóse bari háno?

Mbona bári háno.

Yavuze kó barí háno.

ibiceri Ibiceri vyóóse biri háno?

Mbona bíri háno.

Yavuze kó birí háno.

inkóno

Inkóno zóóse ziri háno?

Mbona zírí háno.

Yavuze kó zírí háno.

[It is suggested that the student or instructor devise a number of similar exercises for practicing contrasts among the various forms of /-ri/.]

Exercise 5. Two sets of presentative forms.

'Bring potatoes.'	'Here they are.'	'There they are.'
Zan _a intoofanyi.	'Ngiizí.	'Ngiizó.
Zan _a umuceri.	'Nguuwú.	'Nguuwó.
Zan _a igituunguru.	'Ngiikí.	'Ngiicó.
Zan _a urutore.	'Nguurú.	'Nguurwó.
Zan _a amashu.	'Ngaayá.	'Ngaayó.
Zan _a ikáraámu.	'Ngiirí.	'Ngiiryó.
Zan _a isábuní.	'Ngiiyí.	'Ngiiyó.
Zan _a abáana.	'Ngaabá.	'Ngaabó.

Exercise 6. Presentative with relative verbs.

	'Here are the potatoes we cooked [today].'
gutéeka intoofanyi	Ngiiz _i ' intoofanyi twaateetsé.
kuuzana amági	Ngaay _a ' amagí nazánye.
kugura inyama	Ngiiz _i ' inyama naguzé.

gukóra akazi	Ngaak _a ' akazi nakoze.
kwóogeesha amáazi	Ngaay _a ' amáazi noogéesheje.
kurimiisha isúka	Ngiiyí isúka narimíshije.

Exercise 7. /'Ntaa/ plus noun plus relative verb. Substitution in Sentence 1.

'Didn't you cook any potatoes?' ('Aren't there potatoes that you cooked?')

gutéeka intoofanyi	'Ntaa ntoofanyi mwaateetsé?
kugura ibituunguru	'Ntaa bituunguru mwaaguzé?
kumesuura impuúzu	'Ntaa mpuúzu mwaamesúuye?
kubóna Yohaáni	'Ntaa Yohaáni mwaaboonyé?
gukóra akazi	'Ntaa kazi mwaakozé?
kwaandika ikeéte	'Ntaa keéte mwaandítse?
kuryá ibituunguru	'Ntaa bituunguru mwaariiyé?
kuvoooma amáazi	'Ntaa máazi mwaavoomyé?

Exercise 8. 'There aren't any' vs. 'There are some'.

'Are there any potatoes?'	'I think there aren't any.'	'...there are some.' ('they are there')
Hari intoofanyi?	Ngira ngo 'ntaazó.	...zirýho. (or...zirihó.)
Har ₁ imíhwi?	Ngira ngo 'ntaayó.	...irýho.
Har ₁ ibituunguru?	Ngira ngo 'ntaavyó.	...birýho.

Har ₁ intore?	Ngira ngo 'ntaazó.	...zirŷho.
Har ₁ isábuní?	Ngira ngo 'ntaayó.	...irŷho.
Har ₁ igitabo?	Ngira ngo 'ntaacó.	...kirŷho.
Har ₁ urupaapuro?	Ngira ngo 'ntaarwó.	...rurŷho.
Hari ikáraámu?	Ngira ngo 'ntaaryó.	...rirŷho.
Hari isaánsi?	Ngira ngo 'ntaayó.	...irŷho.
Har ₁ imfuúngurwa?	Ngira ngo 'ntaazó.	...zirŷho.

Exercise 9. Agreement of subject prefixes in 'I feel hungry.'

	'I feel hungry.'	'Give ('feed') me rice.'
jeewé	Nuumva nshóonje.	Ngaburir _a umuceri.
wé	Yuumv _a ashóonje.	Mugaburir _e umuceri.
tweebwé	Twuumva dúshoonje.	Tugaburir _e umuceri.
bó	Buumva báshoonje.	Bagaburir _e umuceri.

Exercise 10. Use of relative verb forms after /ingéne/. Substitution in Sentence 24.

	'I don't know the way they use this fat.'
gukóreesha amavúta	Siinz ₁ ' ingéne bakoréesh _a ayo mavúta.
kugeendeesha umudúga	Siinz ₁ ' ingéne bageendéesh _a umudúga.
kuryá inyama	Siinz ₁ ' ingéne bary _a ' izo nyama.
kuroonga imbōga	Siinz ₁ ' ingéne baroong _a ' izo mbōga.
gukúura inzōga	Siinz ₁ ' ingéne bakuur _a ' inzōga.

kugaburira imáshiíni Siinz_i' ingéne bagabúrir_a imáshiíni.
gutéeka umuceri Siinz_i' ingéne bateek'_a umuceri.

Exercise 11. Substitution in Sentence 9.

'Bring a pot with water in it.'
 ('in which is water.')

↓
 isafuriyá Zan_a inkóno irimw'_o aamáazi.
 inzõga Zan_a isafuriyá irimw'_o aamáazi.
 Zan_a isafuriyá zírímw'_o inzõga.
 ikiyíiko, umúunyu Zan_a ikiyíiko kírik'_o uumúunyu.
 ibiyíiko Zan_a ibiyíiko bírik'_o uumúunyu.
 isáhaáni, imfuúngurwa Zan_a isáhaán_i irikw'_o imfuúngurwa.
 amasáhaáni Zan_a amasáhaán_i árikw'_o imfuúngurwa.
 igitabo, impaapuro Zan_a igitabo kírimw'_o impaapuro.
 ibitabo Zan_a ibitabo bírimw'_o impaapuro.
 umudúga, isaánsi Zan_a umudúg_a urimw'_o isaánsi.

Exercise 12. A use of the participial mood. Substitution in Sentence 12.

'When the rice is done, what do you do?' ('...how does a person act?')

umuceri Umucer_i uhíiy_e, umuunt_u agira áte?
 inyama Inyama zíhiiy_e, umuunt_u agira áte?

amashu	Amash _u ahíiye, umuunt _u agira áte?
intoofanyi	Intoofanyi zíhiye, umuunt _u agira áte?
guhóra	Intoofany _i zíhoz _e , umuunt _u agira áte?
umuceri	Umucer _i uhóz _e , umuunt _u agira áte?
ibitooke	Ibitooke bíhoz _e , umuunt _u agira áte?
amáazi	Amáaz _i ahóz _e , umuunt _u agira áte?
gushúuha	Amáaz _i ashúush _e , umuunt _u agira áte?
imbōga	Imbōga zíshuush _e , umuunt _u agira áte?
guhéra	Imbōga zíhez _e , umuunt _u agira áte?
amafaraanga	Amafaraang _a ahéz _e , umuunt _u agira áte?

[NB The comma in each of these sentences represents an optional pause. If the pause is made, the final vowel of the word that precedes it must of course be pronounced.]

Exercise 13. Tones on monophonic and diphonic prefixes with /-te/. Substitution in Sentence 7.

a) 3 pl. and 2 sg.

	'How do they cook rice?'	'How do you cook it?'
umuceri	Umuceri bawuteeka báte?	Uwuteek _a ũte?
intore	Intore baziteeka báte?	Uziteek _a ũte?
ibitooke	Ibitooke babiteeka báte?	Ubiteek _a ũte?
imbōga	Imbogá baziteeka báte?	Uziteek _a ũte?

b) 3 sg. and 2 pl.

	'How does she cook vegetables?'	'How do you (pl.) cook them?'
imbõga	Imbog _a ' aziteek _a äte?	Muziteeka múte?
ibitooke	Ibitook _e abiteek _a äte?	Mubiteeka múte?
intore	Intor _e aziteek _a äte?	Muziteeka múte?
umuceri	Umucer _i awuteek _a äte?	Muwuteeka múte?

Exercise 14. Vowel length before /-te/ after long and short syllables. Substitution in Sentence 7.

	'Rice, how do you cook it?'	'How do you sell it?'
umuceri	Umucer _i uwuteek _a ũte?	Uwugur _a uúte?
intoofanyi	Intoofany _i uziteek _a ũte?	Uzigur _a uúte?
ibituunguru	Ibituungur _u ubiteek _a ũte?	Ubigur _a uúte?
amashu	Amash _u ' uyateek _a ũte?	Uyagur _a uúte?
inyama	Inyam _a uziteek _a ũte?	Uzigur _a uúte?

[NB The lengthening of the next to last vowel in Columns 2 and 3 of this exercise seems to be optional. Notice the examples of this kind of variation in the recorded versions of these exercises.]

Practice conversations.

1.

Did you finish writing the letters? Waahéjeje kwaandik_a amakeéte?

Mpejej_e ubu.

ʼNgaayó.

Shall I take
them to the
post office?

Ndayajaáne kuu póosíta?

Roreera nshirekó

zaá ʼtimbresʼ.

2.

I don't have
any more
stamps. (ʼI
no longer
have stamps.ʼ)

Ntaa ʼtimbresʼ mfisé.

Ndazífise nyiinshi.

Ukeneye ziingáahé?

Two ten franc
[stamps].

Zibiri z_a ámafaraang_a
icú_i imw_e iimwé.

Ngiizí shírako.

UNIT 20

REVIEW

Exercise 1. Identify the following indicative conjunct verb forms for tense. Respond by supplying the appropriate time expression.

- a. Subject prefix consisting of a vowel (/u/) or its nonsyllabic counterpart (/w/).

uboony _e ikí?	ubu
waboony _e ikí?	uyu muúsi
wabóony _e ikí?	ejó
wasanz _e ikí?	uyu muúsi
usanz _e ikí?	ubu
wasanz _e ikí?	uyu muúsi
wiibagiy _e ikí?	ubu/uyu muúsi
watúrutsěhe?	ejó
waturutsěhe?	uyu muúsi
wavúuyěhe?	ejó
wavuuyěhe?	uyu muúsi
uriiy _e ikí?	ubu
waríiy _e ikí?	ejó

b. Subject prefix consisting of consonant plus vowel.

baboony _e ikí?	ubu
baaboony _e ikí?	uyu muúsi
baáboony _e ikí?	ejó
baasaanz _e ikí?	uyu muúsi
basaanz _e ikí?	ubu
baasaanz _e ikí?	uyu muúsi
biibagiyy _e ikí?	ubu/uyu muúsi
baáaturutsěhe?	ejó
baaturutsěhe?	uyu muúsi
baávuuyěhe?	ejó
baavuuyěhe?	uyu muúsi
bariyy _e ikí?	ubu
baáriyy _e ikí?	ejó

[After completing both halves of Exercise 1, the instructor should give the students lines from both halves, selected at random.]

[After the students have completed this phase of the exercise, the instructor should add verbs in the immediate, recent and non-recent tenses in 1 sg., 3 sg., 1 pl., and 2 pl.]

Exercise 2. Contrast among participial, relative and indicative forms. This exercise may be done with either the English or the Kirundi as the cue.

Umucer ₁ uhíiye,	(turawúrya.)	When the rice is done...
Umucer ₁ uhiyé	(´ni mwiizá.)	Rice that is done...
Umucer ₁ urahíiye,	(aríko...)	The rice is done, ...
Ukwéezi kúbonetse,	(urageenda.)	When the moon comes up...
Ukwéezi kubonétse	(´n ₁ ukwaakábiri.)	The moon that has appeared...
Ukwéezi kurabónetse,	(aríko...)	The moon has risen, ...
Amáaz ₁ ashúushe,	(ushiremwo umuceri.)	When the water is hot...
Amáaz ₁ ashuushé,	(´niyo akur _a ubuhomá.)	Water that is hot...
Amáaz ₁ arashúushe,	(aríko...)	The water is hot, ...
Abáana bávyuutse,	(umbaríre.)	When the chil- dren get up...
Abáana bavyuutsé	(bakwiye kwíiyoza.)	The children that have gotten up...
Abáana baravyúutse.	(aríko...)	The children are up.

Exercise 3. Translate into Kirundi the following sentences or parts of sentences:

1. The rice is done.
2. The rice is getting done ...
3. Rice that is done...
4. The book is heavy.
5. The book that is heavy...
6. The one [i. e. the book] that is heavy...
7. The vegetables are wilted.
8. Vegetables that are wilted...
9. Those [vegetables] that are wilted...
10. If the vegetables are wilted...
11. The teacher helps us.
12. If the teacher helps us...
13. The teacher who helps us...
14. [He] who helps us...
15. People who eat pork...
16. If people eat pork...
17. [Those] who eat pork...

TWO-LINE CONVERSATIONS

1. Ndora kuu B.B.A. aríko
 'ntahó nzi néézá.

I'm going to the Banque
Belgo-Africaine, but I'm
not sure where it is.

- Ukurikir_a iri barabara
nyéne. Ni haákurya ya...
- Just follow this street. It's
on the other side of...
2. Ndagusaang_a i muhirá ku
musáse?
Utákaánsaanze nzooba ndí
heepfó y_a ínzu.
- Will I find you at home
early in the morning
[i. e. around 8 a.m.].
If you don't find me there,
I'll be down below the
house.
- Si kure.
- It isn't far.
3. Urwo rurími rwó haákurya
y_aamáazi 'ntirwooróshe.
Aríko 'ntirugooyé kurut_a
icóongerezá.
- That language from abroad
(the other side of the
water) isn't easy.
But it isn't harder than
English.
4. Só yiitwa ndé?
Daatá yiitwà Yohaáni.
- What is your father's name?
My father is called John.
5. Ngo shóobuj_a ari kw
iivuuriro?
Eegó yajaany_e umwiígeme
wíiwé.
- I hear your boss is at the
hospital.
Yes, he took his daughter.

6. Amafaraang_a igihuumb_i
arabákwiira néézá?
Ubah_e ibiceri. Icó s_i
ikigóoye.
- Is 1000 francs enough for
them?
[You] give them coins. That
isn't (something that is)
difficult.
7. Nooné ngur_a ik_i uyu
muúsi?
Uragur_a indagara.
- What shall I buy today?
Buy small fish.
8. Uturutse héhé ga Antoonŷya
we?
Mvuye haáfi y_a íkibaánza
haambavu y_a ísŷko.
- Where have you come from,
Antoinette?
I've come from near the
square, across the market.
9. Amafaraanga yaanj_e ari
héhé?
Ntabaara niibagiye, toora
'ngaayá.
- Where is my money?
Excuse me! I forgot. Here
you are.
10. Ubwóoko bw_a ízo mpuúzu
zireméreeye gŷtyo
buturukáhe ga ntu?
- Where do these kinds of
heavy clothing come from?

- Inyiínshi ziv_a i Burăya.
Aríko reeró n_a ízivá
murí Ameeriká 'si nké.
- Many come from Europe. ('But in addition the ones that come from America are not few.')
12. Ah_o uroreerey_e ikí?
Ndoreerey_e umuvúukanyi
wa dàatabuja.
- What are you waiting for?
I'm waiting for the brother of my boss.
13. Kurikir_a iri barabara
'ni wareengáan_a
urugaánda, uzoob_a
ushítsehó.
A! 'n_i iryá nz_u iherá
zóóse?
- Follow this road and when you get to the forge, you'll be there ('you will have arrived there').
Ah! Is it the last building?
14. Wewé na múshikaawe,
umŭto níindé?
Mushíkaanje, 'niwe mutó.
- Who is younger, you or your sister?
My sister is the younger one.
15. Iyo mpuúzu 'ni nziizá.
Ego 'ni nziizá, kaánd_i
irahwahutse.
- That article of clothing is good.
Yes, it is, and it is light [too.]

16. Ubu ndoonder_a ihóoteéri.
Ngireénte ngo ndayishikiire?
Komeza, ureengáan_e inzu
zibiri, iya gátatu 'ni
ihóoteéri.
- I'm looking for a hotel.
How can I get to one?
Go straight ahead, pass two
buildings, and the third
is a hotel.
17. Mushíki wá Yohaáni
angana áte?
Mushíkiw'_e aramusuumba
caane.
- How tall (big, old) is
John's sister?
His sister is much taller
(bigger, older) than he.
18. 'Ntaa micúungwá mufisé?
Turayífis_e aríko mikeey'_a
iraboze.
- Don't you have any oranges?
We have them, but a few of
them are rotten.
19. 'Ni kukí Yohaán₁ avugá
buhóro?
'Ni buhóro aríko 'si
náabí.
- Why does John speak so softly
/ slowly?
It ([his speaking]) is
soft, but it isn't bad.
20. Urashiima kwíig_a
Ikiruúndi?
Jeewé 'sinshimá kucíiga.
Kiragooye.
- Do you enjoy studying
Kirundi?
Me, I don't like to study
it. It's hard.

You ask which
is nicest.
You ask the
price of ac-
comodations.
You express your
appreciation,
and thank your
friend, for his
help.

Amez_e aáte?

Inziizá n_i iyííhe?

Nzoobah_a amafaraang_a
angáahé?

Emwé ndagushiimiye.

Urakóze caane.

‘Har_i aatatu.

Imwé muríyo ‘ni
nziizá gusuumba
iziíndi.

Ni ihóoteéri ya...

Ikiintu cóós_e
ushaaká kirimwó.

Bizoova kuu nz_u
uzóofáta n_a ímiís_i
uzóomáráho.

2.

Your friend ad-
mires something
that you have.
You reply that
you bought it
at Muzinda, and
ask whether he
has ever been
there. You ask

Nayíguze ku Muziinda.

Uramaze kuhashika?

Inkők_o irí háno ‘ni
nziizá. Wayíguzěhe?

Maze kuhaja keénshi.

what he does
there. You ask
him what he
trades in.
You ask how
business seems
to be going.

Uhor_a ujayó gukór_a ikí?

Udaandazăy_o íkí?

Ivy_a ũbudaándaza,
ubona bímeze bíte?

Mpora njá kudaándazăyo.

Ndaandazay_o
impuúzu, amasafuriya,
ibiyíiko, n_a
íbiíndi.

Ndaroonk_a udufaraanga
dukéeduké.

- 7B 'Si vyilizá kujaan_a
abáana mu gitúutú
cáavyo? Isn't it [a] good [idea] to
take the children into
their shade?
2.
akanwa (12, 13) mouth
~ryá that over there
- 8C Ubon_a uryá mwáan_a afis_e
ikí mu kanwa? What does that baby have in
his mouth?
- 9D Hiingá ndaabé. Let me see.
- 10D N_i ifaraanga. It's a piece of money.
-gerageza (-gerageje) to try
- 11C Kuv_a uyu muúsi,
'uragerageza kumuriinda From now on, try to keep him
from putting things in his
mouth.
ntaáshir_e ibiintu mu
kanwa.
- 12D Mbon_a agóoye, mugábo It seems to me that he's
difficult [to care for],
nzoogeragez_a ukó but I will try my best
(that which I can't).
nshobóye.
3.
13E Umwáan_a aríhe? Where is the baby?
ikigó (7, 8) an enclosed back yard
-iicara (-iicaye) to be seated
ivyaátsi (8) grass

	-kina (-kinye)	to play
14F	Ari mu kigó yilicaye mu vyaáts ₁ akína. -hava (-havuuye) -guma (-gumye)	He is sitting in the grass in the yard playing. to do as a consequence to stay
15E	Uraraaba ntaáhav _e agúma ku zúub _a igihe kiníni yoohav _a arwáara. -ryáama (-ryáamye)	(You) watch out so he doesn't stay in the sun a long time, and consequently get sick. to lie down
16F	Náhaándi nyéne, ndamujaana kuryáama ryáarí? -ruhuuka (-ruhuutse)	By the way, what time do I put him to bed? to rest
17E	Igihe caa sáa sit _a , uramuuzana, mumugabúrire, haanyum _a umwoóze, uboné kumúryaamik _a , aruhuúke.	By noon, bring him back and (you (pl.)) feed him, then bathe him, and put him to bed so he gets some rest.
18F	Ni vyóóse nkwiyé gukóra? inzóka (9, 10)	Is that all I'm supposed to do? snake

- 19E Igihe muzóobá múri While ('the time') you (pl.)
 are playing, take good
 gukina, uramuriinda care of him so that snakes
 don't bite ('eat') him.
 néez'_a, inzóka
 ntizímurye.

1. A note on the particle /nka-'/.

The particle /nka-'/ appears in Sentence 3:

nka sáa taánu 11 a.m.

This particle, whose tonal behavior is like that of /na-'/ (Unit 7, Note 1), is commonly translated 'as' or 'like'. Some further examples of its use are:

Yaambaye nka mwéenewáabo. He is dressed like his
 brother.

Nka Yóhaáni yookubárira. Someone like John could
 answer you.

[For practice in using /nka /, see Exercises 6,7.]

2. A note on the non-personal possessives:

In Sentence 7:

...mu gitúutu cáavyo. in the shade of them
 [i. e. the trees, Cl. 8]

the word /cáavyo/ contains two concordial morphemes. The first is represented in this word by /c-/ (Class 7) and agrees with /igitúutu/ (Class 7). The second concordial morpheme is represented in this word by /-vy-/ (Class 8) and agrees with /ibĩti/.

Other words built on the same model are found in:

Ŷngo záabo	their (Cl. 2) farms (Cl. 10)
inyama yáayo	meat (Cl. 9) of it [e. g. chicken (Cl. 9)]
inyama záazo	meat (Cl. 10) of them [e. g. chickens (Cl. 10)]
ibitabo vyáao	book of it [e. g. Kirundi (Cl. 7)]
abaantu báao	people of it [e. g. the city (Cl. 7)]
haákurya yáaryo	beyond it [e. g. street (Cl. 5)]
haáfi yáazo	near (Cl. 9) them [e. g. houses (Cl. 10)]

The general formula for the non-personal possessives is:

Concord 1 plus /áa/ plus Concord 2 plus /o/

z-	-áa-	-b-	-o
vy-	-áa-	-ch-	-o
etc.			

[For practice with impersonal possessives, see Exercises 3, 4.]

3. A note on the demonstrative series with stem /~rya/.

In Unit 3, Note 2 two series of demonstratives were introduced:

uyu mwána	this child [here]
uyo mwána	that child [the one referred to already]

Sentence 8 contains a member of a third demonstrative series:

uryá mwána	that child [over there]
------------	-------------------------

Other members of the same series are:

utáambutse rírya...	when you cross that one (i. e. /ibarabara/ Class 5)
iryá nzu	that house [there]
bárya baantu	those people [over there]

The general formula for this series of demonstratives is:

Concord with high tone, plus /rya/

but if the concordial prefix is monophonic, the tone is pronounced on /rya/ and not on the prefix:

Cl. 1	uryá
2	bárya
3	uryá
4	iryá
5	rírya
	etc.

[For practice on this set of demonstratives, see Exercises 4, 5.]

4. A note on the use of /-riinda/ as the first verb in a phrase.

When /-riinda/ is used before another verb, the verb that follows it may be in the affirmative infinitive form, as in Sentence 5:

ubariínde kuja ku zúuba caane	you should keep them from going in the sun very much
-------------------------------	------------------------------------------------------------

Or the second verb may be in the negative subjunctive, as in Sentence 11:

...kumuriinda ntaáshir _e ibiintu	...to keep him from
mu kanwa	putting things into his mouth.

These two forms (affirmative infinitive and negative subjunctive) are largely interchangeable after /-riinda/. [For practice on this point, see Exercise 2.] [This note is typical of many that could be written concerning the use of the subjunctive, infinitive, participial or other form of any verb when it follows certain specified verb stems. The student should be alert to these matters, and compile his own lists of verbs that are followed by certain moods of other verbs.]

5. A note on the conditional tense.

Examples of the conditional tense have been encountered in earlier units:

ntiwoosubirámwo	wouldn't you repeat it?
wooshiima...	would you be pleased...?
noobishiima...	I'd like it.
noobuzwa n _a íikí?	by what would I be forbidden?
yoombaza, noomufásha	if he asks me, I will help him <u>or</u> : if he asked me, I would help him

In the last of the above examples, the conditional is used in both clauses. Note that, although the second clause may be translated with an English future tense ('I will help him. '),

the verb in Kirundi must be in the conditional, and not in the /-zoo-/ tense.

With respect to its meaning, the Kirundi conditional is fairly close to the so-called conditional forms of certain Indo-European languages. The conditional in some languages is called a 'mood', but in Kirundi the conditional marker /-oo-/ is mutually exclusive with the markers for immediate, hodiernal, hesternal, and future tenses, and so is itself called a 'tense.'

The conditional has no affirmative participial form, but all other combinations of affirmative and negative with the four moods (indicative, participial, relative, autonomous) are found. Separate conjunct and disjunct forms exist for the immediate affirmative, but for high verbs only, since the only difference between the two linkages is that conjunct has low stem tone where disjunct has basic stem tone:

	Bookor _a ikí? (Cj)	What would they do?
	Bookór _a akazi kaanje? (Dj)	Would they do my work?
but:	Boofuungur _a ikí? (Cj)	What would they eat?
	Boofuungura? (Dj)	Would they eat?

Affirmative relative forms have post-radical high:

umuuntu yookutabáara...	a person who could help you...'
-------------------------	---------------------------------

All other conditional forms have low stem tone:

Uwógutabaara 'ni Yohaáni.	[A person] who could help you is John.
Uwutóogutabaara 'ni Yohaáni.	[A person] who would not help you is John.

Compare also the negative conditional forms discussed in Unit 11, Note 1.

Note that in disjunct forms that have an object prefix, the stem tone remains on the root syllable and not on the object. This contrasts with the tonal behavior of infinitives:

gufásha	to help
kumúfasha	to help him
noofásha	I would help
noomufásha	I would help him

[For practice on this point, see Exercise 1.]

6. Adhortative forms.

The dialogues of this unit include the following:

Stc. 11 Kuv_a uyu muús_i 'uragerageza...

From now on, try to...

Stc. 15 'Uraraaba... 'Watch out...'

The underlined verbs are here translated into English as imperatives, but they are quite different in form from the simple imperative discussed in Unit 11, Note 1. The forms quoted above are called ADHORTATIVE verbs. Concerning them, Meeussen tells us (§ 464) that adhortative verbs occur almost exclusively in the second person, with the syllable /-ra-/ after the subject prefix. These forms have provisional high tone on the first consonant after the first vowel. Stem tone is low for both high and low verbs. The adhortative is used in conveying instructions or suggestions which do not have to be carried out immediately.

[The adhortative will not be made the object of drill in this course.]

Exercise 1. Conditional forms, affirmative. Location of tones in forms containing object prefixes.

	'Will you help him?'	'If he asks me, I will help him.'
kumúfasha	Uzoomufasha?	Yoombazá, noomufásha.
kujaana	Muzoojaana?	Yoombazá, twoojaana.
kumuroreera	Uzoomuroreera?	Yoombazá, noomuroreera.
kumwíiza	Uzoomwiiza?	Yoombazá, noomwíiza.
kumúbarira	Uzoomubarira?	Yoombazá, noomubárira.
kumugaburira	Uzoomugaburira?	Yoombazá, noomugaburira.

Exercise 2. /-riinda/ as the first of two verbs. Negative subjunctive vs. affirmative infinitive.

	'They shouldn't go into the sun much.' ('... into much sun.')	'Keep them from going into the sun much.'
kuja ku zúuba ryiínshi	ʼNtibáje ku zúuba ryiínshi.	Ubariínde kuja ku zúuba ryiínshi.
gukinira mw iibarabara	ʼNtibákinire mw iibarabara.	Ubariínde gukinira mw iibarabara.
kuja kwíiyanduz _a ingwáara	ʼNtibáje kwíiyanduz _a ingwáara.	Ubariínde kuja kwíiyanduz _a ingwáara.
kuzímira	ʼNtibázimire.	Ubariínde kuzímira.

kuryá ibiintu bibí	'Ntibáry _e ibiintu bibí?	Ubarínde kuryá _a ibiintu bibí.
kuva háno	'Ntibáve háno.	Ubarínde kuva háno.

Exercise 3. Inanimate possessives.

	'Do you see the trees?' ('Is it not trees that you see? ')	'Take the children into their shade.'
ibĩti	Ntaa bit _i ' uboná?	Jaan _a abáana mu gitúutu cáavyo.
inzu	Ntaa nz _u ' uboná?	Jaan _a abáana mu gitúutu cáayo.
umudúga	Ntaa mudúg _a ' uboná?	Jaan _a abáana mu gitúutu cáawo.
igĩti	Ntaa git _i ' uboná?	Jaan _a abáana mu gitúutu cáaco.

Exercise 4. Demonstratives with /~rya/. Inanimate possessives.

	'Do you see that tree?'	'Take the child over by it.'
igĩti	Urabóna kírya gĩti?	Jaan _a umwáana haáfi yáaco.
urugaánda	Urabóna rúrya rugaánda?	Jaan _a umwáana haáfi yáarwo.

'icamion'	Urabón _a iryá	Jaan _a umwáana haáfi yáayo.
	'camion'?	
{ uruseengero iseengero	Urabóna { rúrya iryá	Jaan _a umwáana haáfi { yáarwo. yáayo.
	{ ruseengero? seengero?	
umuryáango	Urabón _a uryá	Jaan _a umwáana haáfi yáawo.
	muryáango?	
amasaangaanzira	Urabón _a aryá	Jaan _a umwáana haáfi yáayo.
	masaangaanzira?	
inzira	Urabón _a iryá nzira?	Jaan _a umwáana haáfi yáayo.

Exercise 5. Demonstratives with /~rya/. Monophonic and diphonic prefixes.

	'Whose child is that?' ('that child is of whom?')
umwáana	Uryá mwáana 'n ₁ uwaánde?
umuúnyu	Uryá muúnyu 'n ₁ uwaánde?
igituúngwa	Kírya gituúngwa 'n ₁ icaánde?
urutore	Rúrya rutore 'n ₁ urwaánde?
igitaambara	Kírya gitaambara 'n ₁ icaánde?
inkóko	Iryá nkóko 'n ₁ iyaánde?
ikiyíiko	Kírya kiyíiko 'n ₁ icaánde?
ipikipiki	Iryá pikipiki 'n ₁ iyaánde?
akazi	Kárya kazi 'n ₁ akaánde?

Exercise 6. One use of /nka- ' /.

	'They will return about 11:00.'
↓	Bazoogaruka nk _a ísahá zitaanu.
gutáangura	Bazootaangura nk _a ísahá zitatu.
gatatu	Bazootaangura nk _a ísahá zitatu.
guhéza	Bazooheza nk _a ísahá zitatu.
kabiri	Bazooheza nk _a ísahá zibiri.
kuva	Bazoovăyo nk _a ísahá zibiri.
rimwé	Bazoovăyo nka sáa mooyá/isăh _a imwé.
kuryá	Bazoorya nka sáa mooyá/isăh _a imwé.

Exercise 7. Another use of /nka/.

	'He is dressed like his brother.'
↓	Yaambaye nkà mwénewáabo.
umugeenzi	Yaambaye nk _a úmugeenzi wíiwé.
kuvúga	Avuga nk _a úmugeenzi wíiwé.
sé	Avuga nka sé or: nka sé wíiwé.
kumera	Ameze nka sé.
umwiígiisha	Ameze nk _a úmwiígiisha.
kwaambara	Yaambaye nk _a úmwiígiisha.
mweénewáabo	Yaambaye nka mwéene wáabo.

Exercise 8. Use of participial /hárihó/. Concordial prefixes with /-riho/. (Answers are either affirmative or negative, as appropriate.)

	'Did you see any trees in the park?'	'I saw some (today).'
ibŷti	Waboonye hárih ^o ibŷti muu 'parc'?	Naboonye bírihó.
abaantu	Waboonye hárih ^o abaantu muu 'parc'?	Naboonye bárihó.
imidúga	Waboonye hárih ^o imidúga muu 'parc'?	Naboony _e atáayó.
ivyaátsi	Waboonye hárih ^o ivyaátsi muu 'parc'?	Naboony _e bírihó.
inzóka	Waboonye hárih ^o inzóka muu 'parc'?	Naboony _e atáazó.
amapikipiki	Waboonye hárih ^o amapikipiki muu 'parc'?	Naboony _e atáayó.
inká	Waboonye hárih ^o inká muu 'parc'?	Naboony _e atáazó.
imisózi	Waboonye hárih ^o imisózi muu 'parc'?	Naboony _e atáayó.

Exercise 9. Participial used to express current action. Monophonic vs. diphonic prefixes with participial forms.

'The children are sitting on
the grass playing.'

'The child is seated on the grass
playing.'

↓

Abáana biicaye mu vyaátsi bákina.

Umwáana yiicaye mu vyaáts₁ akína.

kwíiga

Abáana biicaye mu vyaátsi bíiga.

Umwáana yiicaye mu vyaátsi yíiga.

kuryáama

Abáana baryaameye mu vyaátsi bíiga.

Umwáana aryaameye mu vyaáts₁ yíiga.

gusoma

Abáana baryaameye mu vyaátsi
básoma.

Umwáana aryaameye mu vyaáts₁ asóma.

338

kwicara

Abáana biicaye mu vyaátsi básoma.

Umwáana yiicaaye mu vyaáts₁ asóma.

gufuungura

Abáana biicaye mu vyaátsi
báfuungura.

Umwáana yiicaaye mu vyaáts₁
afúungura.

kuryáama

Abáana baryaameye mu vyaátsi
báfuungura.

Umwáana aryaameye mu vyaáts₁
afúungura.

Exercise 10. Shifting of tenses. (Immediate, recent, non-recent).

	'Where do you take them?'	'I take them to the park.'
	Ubajaana hééhé?	Ndabajaana muu 'parc'.
mugítóondo	Wabajaanye hééhé mu gitóondo?	Nabajaanye muu 'parc'.
ejó	Wabájaanye hééhé ejó?	Nabájaanye muu 'parc'.
gihekí	Wabájaanye gihekí ejó?	Nabájaany _e isahá zitatu.
mu gitóondo (uyu muúsi)	Wabajaanye gihekí mu gitóondo?	Nabajaany _e isahá zitatu.
imiísi yóóse	Ubajaana gihekí?	Ndabajaan _a isahá zitatu.

Practice conversations.

1.

As a parent, you ask your child's nurse what she did with the child during the afternoon. You check to be sure that the child wasn't out in the sun too long.

Mwaakoz_e ikí haanyuma ya sáa sitá?

Mwaagumye ku zúuba igihe kiníni?

Twaatéembereye.

Oya twaagumye ku zúuba haáf₁ isáh_a imwé.

2.

(As a parent, you interview an applicant for a job caring for you chil- dren.) You ask whether the applicant knows how to feed and bathe children. You ask whether she has had prior experience.	Uráazi kwóoz _a abáana nó kubagaburira? Uramaze kurer _a abáana ahaáandi?	Ndabíizi néezá. Ndez _e abáana igihe kiníni caane.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------

Free Conversations:

1. A parent gives instructions for the day to the person who takes care of his children.
2. A parent interviews a prospective babysitter.
3. A babysitter, who feels underpaid, tries to make a case for an increase in wages.

UNIT 22

BASIC DIALOGUETHE WEATHER

	haanzé	outside
	-gwa (-guuye)	to fall
1A	Ubona haanzé _e irík _o iragwa? igicu (7, 8)	Is it raining outside? cloud
2B	Oya aríko mboony _e ibic _u arí vyíínshi. imvúra (9)	No, but I see there are many clouds. (‘...the clouds are many.’) rain
3A	Murí iki gih _e imvúr _a igw _a umwaány _a ungan _a ikí? -híta (-híse) urusháaná (11)	In this season (‘time’), how long does it rain? to be finished the principal rainy season (May)
4B	Ni iyúrusháaná ‘ntligwá ng _o ihité. inyuma (9) umutáaga (3, 4)	It is the rain of the urushaana, it doesn’t stop. (‘it doesn’t fall that it may cease’) behind, after noon, daytime
5A	Mbeéga mu rusháaná _a ikuunda kugwa inyuma y _a úmutáaga caanké mu gitóondo?	In the rainy season, does it usually (‘does it like to’) fall in the afternoon or in the morning?

- 6B Imvúra y_a úrusháaná
 'ntigir'_a isăha.
 haba (< /-bá/ 'be') there is
 umugórooba (3, 4) sunset, evening
- 7B Haba mw iijoro, ku
 mutáaga 'caanké ku
 mugóroob_a ikagwa.
 ubwo perhaps
- 8A Kó nuumvá hashuush'_e, ubwo
 'ntihav'_a igwá?
 I feel it is warm here ('here is warm'); maybe it will rain?
- 9B Ni iy'_a urusháaná 'ntaa
 wumény_a iy'_o iturútse.
 agacu (12, 13) small cloud
- 10A Nooné túrya ducu kó
 mboná tutaremyé?
 But it seems to me that those clouds aren't heavy [enough].
- 2.
- 11C Háno mufis_e ibihe vy_a
 úumwáaka biingáhé?
 How many seasons ('times of year') do you have here?
- 12D Dufis_e ibihe vy_a
 úumwáaka biné.
 We have four.
- 13C Wooshóbora kuúmp_a
 amazína yáavyo?
 Could you give me their names?

	-téga (-téze)	to receive (physically)
	ugutwí (15, 6)	ear
	impeéshi (9)	beginning of dry season
	ící (5)	dry season
	agataási (12)	season of early rains
14D	Teg _a amatwí: urusháaná, impeéshi, ící, n _a ágataási.	Listen: urushaana, impeshi, ici, and agatasi.
15C	N _i kiihe gihe kirimw' ímvúra nyiínshi?	Which one has the most rain? (It is which season in which is much rain?)
16D	N _i urusháaná.	It's urushana.
17C	Mucí muhora múkor _a ibíki?	In ici, what do you ordinarily do?
18D	Icí 'n _i igih _e abáana bakuundá. -kúundira (-kúundiye)	Ici is the season that the children like. to like for
19C	Bagikuundir _a ikí? -íiruka (-íirutse) eka	What do they like it for? to run no!
20D	Barakina, bakíiruka, eka 'ni vyilizá.	They play and run, well, it's nice!

21C	Mbarir _a ubury _o ' ukuund _a ' urusháaná.	Tell me how you like urushana.
22D	Eémwe, ntarwo nkuundá.	Oh, I don't. (It is not that that I like.)
23C	Ni kuk _i ' utarukúunda? -kanya (-kanye) ivyoóndo (8)	Why don't you like it? to be cold mud
24D	Imvúr _a iba nyiínshi, haanzé hagakanya, hakab _a ivyoóndo vyiínshi.	The rain is heavy, it's cold out, and there's a lot of mud.

1. A note on the periphrastic progressive.

The sentences:

Ubona haanz _e ' irík _o iragwa?	Can you see if it's raining outside?
Amáaz _i arik _o ' arabira.	The water is boiling.
Birikó birabora.	They (Cl. 8) are getting rotten.

contain a construction which is summarized in the following formula:

Subject prefix plus /-riko/ plus Subject prefix plus
disjunct verb.

The two subject prefixes are always of the same class. The tone

for the indicative is on the syllable /-ko/. The first of the above examples contains an example of the participial mood.

This construction consists of a two-word phrase, but the phrase plays much the same part in sentences as do the one-word tenses that have already been studied. For this reason, it is called a 'periphrastic tense.' It is used when the speaker wishes to call attention to the continuing nature of an action which is going on. With respect to English translations, the periphrastic progressive of Kirundi is often but not always matched by an English present progressive ('is _____ing'). The infinitive that corresponds to /-riko/ is /kubako/. [For practice with the periphrastic progressive, see Exercises 1, 2, 3.]

2. A general note on the stem extensions.

Compare the two sentences:

Bakuund_a ici.

They like ici.

Bagikuundir_a iki?

What do they like it for?

The root which underlies each of these verbs is /-kúund-/ 'to like'. The stems of the two verbs are respectively /-kúund-/ and /-kúundir-/. The element /-ir-/ in the second will be called a STEM EXTENSION.

There are a number of such 'extensions' which may occur with verb roots in Kirundi. Stem extensions have the following characteristics:

1. They follow the root of the verb.
2. They never end a word.
3. A verb may contain no extensions at all, or it may

contain one, two, or even more of them.

4. Each extension has its own effect upon the way in which the total verb form is used, and on its meaning.

3. A note on the applicative extension.

The particular stem extension which was used as an example in the preceding note is called the APPLICATIVE extension. Some further examples are:

Yagúkorey _e ikí?	What did he do for you?
Ntiwomumesuurir _a impuúzu?	Please wash the clothes for him.

The applicative extension has two forms: after the vowel /e/ or /o/ in the preceding syllable, it is /-er-/, otherwise (i. e., after /i, u, a/) it is /-ir-/.

Very frequently, the meaning of the applicative extension is that the action of the verb is performed with reference to, or for the benefit of, some thing or person. The thing or person is usually, though not invariably, to be found in the sentence, either as a noun or as an object prefix.

The applicative extension is sometimes translated into English with a 'for' phrase, as in the examples which have been cited above. In other instances, the translation may be somewhat different:

Arik _o ' arakina.	He is playing.
Akinirăhe?	Where is he playing?
...ndayishikíre (Unit 20)	that I should arrive at it

With some verb stems but not for others, the applicative stem is used in the following construction:

ahaantu hó gusomera	a place for reading (cf. /gusoma/ 'to read')
ahaantu hó kuryáama	a place to sleep (cf. /kuryáama/ 'to sleep')

[Practice in the various uses of the applicative extension is provided in Exercises 4, 5, 6, 7.]

4. A note on the reciprocal stem extension.

Another rather productive stem extension is found in this sentence:

Turabónana. See you later! (‘We [will] see one another.’)

The form of this extension is /-an-/. Unlike the applicative extension, it is not subject to change according to the vowel of the root.

The meaning of the extension /-an-/ is often that two or more subjects are acting upon one another. For this reason, it is called the RECIPROCAL extension. It may also be used to show that two or more subjects are performing the action jointly.

[Examples of the use of the reciprocal extension will be found in Exercise 8.]

Exercise 1. Some miscellaneous sentences that contain progressive periphrastics.

bó	Barikó barakór _a ikí?	What are they doing?
abáana	Abáana barikó barakina.	The children are palying.
abagabò	Abagabo barikó barakór _a akazi.	The men are working.
inkóno	Inkón _o irik' irava.	The pot is leaking. ('is leaking' < /-va/ 'go from')
imvúra	Imvúr _a irik' iragwa.	It is raining.

Exercise 2. Progressive periphrastic vs. perfective.

	'Some are rotting,'	'and others are rotten.'
(imicúungwá)	Imw _e ' irik' irabora,	iyiíndi nay' iraboze.
(ibitooke)	Bimwé birikó birabora,	ibiíndi navyó biraboze.
(intore)	Zimwé zirikó zirabora,	iziíndi nazó ziraboze.
(imihwí)	Imw _e ' irik' irabora,	iyiíndi nay' iraboze.
(umuhwí)	Umw _e ' urik' urabora,	uwuúndi naw' uraboze.
(intoofanyi)	Zimwé zirikó zirabora,	iziíndi nazó ziraboze.
(amashu)	Amw _e ' arik' arabora,	ayaáandi nay' araboze.

Exercise 3. Progressive periphrastic.

‘The oranges are rotting.’

imicúungwá	Imicúungw _a irik _o irabora.
intore	Intore zirikó zirabora.
gukaba	Intore zirikó zirakaba.
isereri	Isereri zirikó zirakaba.
indĩmu	Indimú zirikó zirakaba.
gushá	Indimú zirikó zirashá.
ibitooke	Ibitooke birikó birashá.
imicúungwá	Imicúungw _a irik _o irashá.
kubora	Imicúungw _a irik _o irabora.

Exercise 4. The applicative extension with certain verbs in ‘where’ questions.

‘The child is playing.’

‘Where is he playing?’

gukina	Umwáan _a arik _o arakina.	Akinirăhe?
kwíiga	Umwáan _a arik _o aríiga.	Yiigirăhe?
gusoma	Umwáan _a arik _o arasoma.	Asomerăhe?
kwóoga	Umwáan _a arik _o aróoga.	Yoogerăhe?
kwíiyoza	Umwáan _a arik _o aríiyoza.	Yiiyogerezăhe?
kuryá	Umwáan _a arik _o araryá.	Ariirăhe?

Exercise 5. Use of the applicative extension after /ahaantu/ with certain verbs, but not with others.

	'I want to read.'	'I'm looking for a place to read.'
gusoma	Nshaaka gusoma.	Ndoonder _a ahaantu hó gusomera.
kwiicara	Nshaaka kwiicara.	Ndoonder _a ahaantu hó kwiicara.
kuryáama	Nshaaka kuryáama.	Ndoonder _a ahaantu hó kuryáama.
kuryá	Nshaaka kuryá.	Ndoonder _a ahaantu hó kuryá.
gukáraba	Nshaaka gukáraba.	Ndoonder _a ahaantu hó gukárabira.
kwíiyozá	Nshaaka kwíiyozá.	Ndoonder _a ahaantu hó kwíiyogereza.

Exercise 6. A typical use of the applicative extension.

	'Please bring a spoon.'	'Please bring me a spoon.'
ikiyíiko	Ntiwoozan _a ikiyíiko?	Ntiwoonzanir _a ikiyíiko?
inkóno	Ntiwoozan _a inkóno?	Ntiwoonzanir _a inkóno?
isafuriya	Ntiwoozan _a isafuriya?	Ntiwoonzanir _a isafuriya?
igipfúundikizo	Ntiwoozan _a igipfúundikizo?	Ntiwoonzanir _a igipfúu- ndikizo?
umúunyu	Ntiwoozan _a umúunyu?	Ntiwoonzanir _a umúunyu?
isábuné	Ntiwoozan _a isábuné?	Ntiwoonzanir _a isábuné?
amasáhaáni	Ntiwoozan _a amasá- haáni?	Ntiwoonzanir _a amasá- haáni?

Exercise 7. The applicative extension. Object prefixes in disjunct immediate verbs.

'They are cooking rice.'

'Who are they cooking it for?'

gutéeka umuceri

Barikó baratéek_a umuceri.

Barikó barawúteekera ndé?

gusíguura ijaambo

Barikó barasíguur_a ijaambo.

Barikó bararísiguurira ndé?

gukóra akazi

Barikó barakór_a akazi.

Barikó baragákorera ndé?

kumesuura impuúzu

Barikó baramesuur_a impuúzu.

Barikó barazimesuurira ndé?

kugorooro impuúzu

Barikó baragoroor_a impuúzu.

Barikó barazigoroorerera ndé?

kubariira ishímiízi

Barikó barabariir_a ishímiízi.

Barikó barayibariirira ndé?

351 kwaandika ikeéte

Barikó baraandik_a ikeéte.

Barikó bararyaandikira ndé?

kwúubaka inzu

Barikó barúubak_a inzu.

Barikó barayúubakira ndé?

kuvoooma amáazi

Barikó baravoom_a amáazi.

Barikó barayavoomera ndé?

Exercise 8. Some sentences containing the reciprocal extension, with a variety of translations into English.

a. 'one another'

gufásha	Abíigiishwa barafáshanya.	The students help one another.
kubóna	Turabónana.	We [will] see each other [later].
kumenya	Baramenya.	They know one another.
kwaandikira	Baraandikiranira.	They write to one another.

b. 'together'

kubá	Barabáana.	They live together.
kwaandika	Barikó baraandikana.	They are writing together. [i. e. in the same room]
kumesuura	Barikó baramesuurana.	They are doing their laundry together.
kufuungura	Twaárafúungurany _e ejo.	We ate together yesterday.

c. (others)

gukúrikira	Ukurikirana naánde?	Whom do you follow?
gutáanduka	Baratáandukaanye.	They have parted company.

Exercise 9. Locative prefixes with various time expressions.
Recent vs. non-recent.

	'All of those [people] came this morning [today].'	'They came in the mor- ning.[yesterday].'
igitóondo	Abo bóóse baaje mu gitóondo.	Baáje mu gitóondo.
umuraango	Abo bóóse baaje ku muraango.	Baáje ku muraango.
umugórooba	Abo bóóse baaje ku mugórooba.	Baáje ku mugórooba.
ijoro	Abo bóóse baaje mw ijoro.	Baáje mw ijoro.
saasíta	Abo bóóse baaje kwisaa (iisáa) sitá.	Baáje sàa (iisáa) sitá.
8 a. m.	Abo bóóse baaje kw iisahá zibiri.	Baáje kw iisahá zibiri.

Exercise 10. Object prefixes with negative relative. Relative mood in a 'why' question.

	'I don't like <u>urushana</u> .'	'Why don't you like it?'
urusháaná	Sinkuund _a ' urusháaná.	Ni kuk ₁ ' utarukúunda?
ivyoóndo	Sinkuund _a ' ivyoóndo.	Ni kuk ₁ ' utabikúunda?
(tweebwé)	Ntidukuund _a ' ivyoóndo.	Ni kuki' mutabikúunda?
amăgi	Ntidukuund _a ' amăgi.	Ni kuki' mutayakúunda?
kuduuga imisózi	Ntidukuundá' kuduug _a imisózi.	Ni kuki' mutabikúunda?

shóobuja	Ntidukuundá shóobuja.	Ni kukí mutamukúunda?
amapikipiki	Ntidukuund _a amapikipiki.	Ni kukí mutayakúunda?
indeége	Ntidukuund _a indeége.	Ni kukí mutazikúunda?

Exercise 11. Negative relative vs. negative indicative. Diminutive concords.

	'Those little clouds don't seem heavy [enough to give rain].'	'They are not heavy.'
uducu	Túrya ducu kó mboná tutaremyé.	Ntituremyé.
agacu	Kárya gacu kó mboná kataremyé.	Ntikaremyé.
ibicu	Bírya bicu kó mboná bitaremyé.	Ntibiremyé.
igicu	Kírya gicu kó mboná kitaremyé.	Ntikiremyé.
kwíiruka	Kírya gicu kó mboná kitiirúka.	Nticiirúka.
ibicu	Bírya bicu kó mboná bitiirúka.	Ntivyiiirúka.
agacu	Kárya gacu kó mboná katiirúka.	Ntikiirúka.
uducu	Túrya ducu kó mboná tutiirúka.	Ntitwiirúka.

Exercise 12. Autonomous mood after /ntaa/, with and without an object prefix.

	'There is no-one who knows his name.'	'There is no-one who knows it.'
kumenya	Ntaa wuúzi izína ryíiwé.	Ntaa wuríizi.
kushobora	Ntaa wushóbora kudúfasha.	Ntaa wubíshobora.
gushaaka	Ntaa wusháaka kuvúga.	Ntaa wubíshaaka.

gushiima	Ntaa wushíima kugaruka.	Ntaa wubíshiima.
kuryá	Ntaa wury _a ' if _i ' ibozé.	Ntaa wuyirya.
guhema	Ntaa wuhém _a uw _o ' ataazí.	Ntaa wumúhema.
kunywá	Ntaa wunyw _a ' isaánsi.	Ntaa wuyínywa.
gukwíira	Ntaa wukwíira bóóse.	Ntaa wubákwiira.

Practice conversations.

1.

You ask what the weather is like in Bujumbura in July. You comment on the similarity or dissimilarity of this weather to summer weather in the U.S.

Mu kwéezi kw índwi
izúuba ry_a í
Bujuumbura rimeze
rite?

Ni ryiínshi caane.

Ico gihe i 'Washington'
harashúushe caane.

'Nooné hararut_a
inó.

2.

A citizen of Burundi asks you questions about weather in the United States.

Noon_e' iwaányu ici
rimar_a igihe
kingan_a' ikí?

You reply.

Rimar_a améez_i atatu.

Iwáanyu harw_a

imvúra nyiínshi

ryáarí?

Ikuunda kurwa mu

kwéezi kwaa káne.

Free conversation.

1. A asks B about the four seasons in North America.
2. C and D discuss regional differences in climate within the continental United States.

NOTICE

Beginning with Unit 23, the student will be given a number of responsibilities in connection with the exercises and even the dialogues. These responsibilities will include marking tone, marking vowel length, and completion of exercises. In this way, the student should become increasingly self-sufficient in his language study, so that by the time he has finished the book he will be independent of printed helps.

UNIT 23

BASIC DIALOGUES.

'What is in season?'

- 1A Mpava ngéenda kw
iisokó kugur_a
imicúungwá n_a
íntoofanyi.
-éera (-éeze) to ripen
- 2B Ntavy_o uroonká,
'ntibiréera. You won't get any. ('There
are not those that you get.')
- 3A 'N_i intoofanyi nazó? And what about potatoes?
kéera long ago
- 4B Izaa kéera 'ntaa The stored ones are no longer
zikírihó. around ('...no longer exist').
umwóonga (3, 4) valley
- 5B Nshaásha 'nazó ziracáari And the new ones aren't [mature]
mu myóonga. yet. ('...are still in the
valleys.')
- 6A Noon_e imicúungw_a Well, when do oranges appear
iboneka ryáarí? [on the market]?
atári except
- 7B Ntitaangúra guhíishir_a They don't start to ripen
atári mu kwaa until June.
gátaandátu.
inánaási (9, 10) pineapple

- 8A N_a iinánaási 'ntiziréera? And the pineapples, aren't they ripe yet?
- 9B Nkeeká, aríko 'simbiízi I think [so] but I don't know
néezá. for sure.
- 2.
- ikigóori (7, 8) maize
~tooto fresh, green, unripe
- 10C 'Ntaa bigóori bitoót_o There's no green corn to be
umuuntu yooboná kw seen at the market nowadays.
iisok' ubu. ('There is not green corn
that a person would see at
the market now.')
- ràangira (-ràangiye) to be exhausted, finished
- 11D Ivyó baárimye mu Those grown in the valleys
myóonga vyaáraráangiye. are all gone. ('Those that
they grew...')
- i muhŷira in the hills
- 12C 'Noon_e ivy' i muhŷira What about those [grown]
'ntibiréera? in the hills, aren't they
mature yet?
- 13D Ubu 'ni mu kwaa mbere. This is January.
- 14D Ntaa bigoor₁ uzóobóna You won't see any corn on the
kw iisokó atári mu market until March. ('There
kwaa gátatu. is no corn that you will
see...')
- amasáka (6) sorghum
-héraheza (-héraheje) to finish completely

- bíba (-bívye) to plant [small seeds]
- 15C Mbéga nk_a áya masaká When, for example, will this
barikó barahéraheza sorghum that they are [now]
kubíba, azeera ryáarí? finishing planting be mature?
- 16D Mu cí, mu kw_a índwi. During ici, in July.
- 3.
- umeenga (or: I think, one might say
umeengo)
- igihúgu (7, 8) country, region
- 17E Kíno gihúgu umeenga This country seems to be
kirashúushe. [quite] hot, doesn't it?
- 18F Hán_o i Bujumbura It's hot here at Bujumbura.
harashúushe.
- imbúto (9, 10) plant, seed, fruit
(inkinyarwanda)
- 19E Imbúto zikuundá háno What crops are usual here?
'ni iziíhe?
- ipaámpa (5) cotton
- 20F Háno turim_a umuceri [Around] here we grow rice
n_a ípaámpa. and cotton.
- ikirímwa (7, 8) crop ('something
cultivated')
- 21E Noon_e Uburuúndi bwóóse And does all Burundi culti-
burarima ivyo birímwa? vate those crops?

22F	Oya 'ni hán _o i Bujumbura nó mu Kumóso.	No, it's [only] here at Bujumbura and in Kumoso.
23E	Ipaámpa ryáanyu murikoz _a ikí? -túma (-túmye) Uburáya (14)	What do you do with your cotton? to send Europe
24F	Rimwé ritumw _a i Buráya, iriíndi rikaguma háno.	Some is sent to Europe, and the rest ('the other') stays here.

1. A note on the persistive tense.

Examples of the persistive tense are to be found in
Sentences 4 and 5 of this unit:

'Ntaa zikírihó.	there are not those which still exist (autonomous negative)
Ziracáari mu myóonga.	they are still in the valleys (indicative immediate)

Compare also:

Uracáar ₁ umusóre?	'are you still a bachelor?'
-------------------------------	-----------------------------

The persistive is represented in two ways: /-racáa/ in the affirmative indicative, and /-ki-/ (alternating with /-gi-/ according to Dahl's Law (Unit 2, Note 4) in all other forms. With respect to tonal patterns, the affirmative indicative is again the only exceptional form, with high stem tone for high

verbs and low stem tone for low verbs. Otherwise, the tones of the persistive forms follow the general rules for their moods, affirmative and negative.

Aracáakóra.	He is still working.
Aracáasòma.	He is still reading.
Ntakigeenda mu kazi.	He no longer goes to work.
Ikiruúndi kiracáangoora.	I still have difficulty with Kirundi.
Yakubariy _e igitabo nkisomá.	He told you about the book that I am still reading.

The meaning of the persistive in Kirundi is that an action or state lasts comparatively late with respect to some expectation expressed or implied in the context. It is called a 'tense' rather than an 'aspect' because the prefixes which are used to represent it occur in the same slot within the word where other 'tense' prefixes are found, and is mutually exclusive with them. [For practice with persistive forms, see Exercises 2-4, 12.]

2. A note on the inceptive tense.

Examples of the inceptive tense are to be found in Sentences 2, 8, and 12 of this unit.

Ntibiréera.	[Nti-bi-ráa-eera]	They aren't ripe yet.
Ntiziréera.		

Compare also:

Sindáamenyeer_a i Bujumbura. I'm not acquainted
with Bujumbura yet.
(Unit 12)

Sindáahamenya. I don't know it [the
place] yet. (Unit
13)

Further examples are:

Ntibiráakaba. They aren't wilted
yet.

Ntibaráarima. They haven't culti-
vated yet.

Biréera? Are they ripe yet?

Biráakaba? Are they wilted yet?

Imvúr_a iráagwa? Is it raining yet?

Aráaryáama? Has he gone to bed
yet?

In its formation, the inceptive tense is gratifyingly regular. It is marked both in the affirmative and in the negative by the prefix /-raa-/. It alone among all the tenses of Kirundi, has basic stem tone (high for high verbs, low for low verbs) in all its moods, both affirmative and negative. There are no perfective forms for the inceptive tense, and there is no contrast between conjunct and disjunct linkages. [For practice with inceptive verbs, see Exercise 1.]

3. Possessive phrases used in noun slots.

Sentence 4 of the basic dialogue for this unit is.

Izaa kéera 'ntaa zikírihó. Those of long ago
no longer exist.

Compare:

intoofanyi zaa kéera 'potatoes of long ago'

A possessive phrase like /zaa kéera/ is not used in slots that are normally occupied by nouns — subject or object of a verb, for example. Instead, a form that begins with /i-/ is found, as in the first of the above examples. Further examples are:

/izaa vúba/

/iz_a uúbu/

/iz_a eéjo/

/iz_a uúyu mwáaka/

/izàà mwáak_a uuyú/ next/last year
(/mwáak_a uuyú/
has no augment vowel)

/izàà Yóhaáni/

/izàà kùre/

/izàà Bùjuumbura/

/izáa abáana/

/iz_a úùmzáana/

/iz_a ímisózi/

/iz_a úmusózi/

/iz_a íbisagára/

/ivy_a íbisagára/

/iry_a íbisagára/

/iz_a ímpuúzu/

/ivy_a ímpuúzu/

/iz_a íbiceri/

/iz_a índagara/

/iz_a íikáraámu/

The facts about tone and length of the second vowel in these data may be summarized as follows:

1. Where the word that follows /i(z)a/ is a noun,
 - a. which has an initial vowel,
 - I. and the stem vowel of the noun (e. g. /ibaáánki/) begins with low tone, then the second vowel of the possessive phrase is short, with high tone: /izíbàáánki/.
 - II. and the stem vowel of the noun (e. g. /umwááana/) begins with high tone, then the second vowel of the possessive phrase is long, with high tone on the first mora: /izúumwááana/.
 - b. which has no initial vowel, the second vowel of the possessive phrase is long and low, with no effect on the tone of the following syllable: /izaa Bujuumbura/ /izaa kare/.
2. where the word that follows /i(z)a/ is not a noun, the second vowel of the possessive phrase is long, and the third mora has high tone: /izuúubu/.

[For drill on these matters, see Exercise 6.]

Two contrasting demonstratives.

Compare the phrases:

in <u>ó</u> nzu	this house [near me and maybe near you]
zi <u>í</u> no nzu	these houses [near me and maybe near you]
iyi nzu	this house [near us]
izi nzu	these houses [near us]

Note that the demonstratives that contain /~no/ have high tone on the first vowel that follows a consonant. [For practice with this set of demonstratives, see Exercise 5.]

The use of Cl. 8 for mixed antecedents.

Compare the following pairs of sentences:

Mpava ngéenda kw iisóko kugur_a imicúungwá.

Ntay_o uroonká.

Mpava ngéenda kw iisóko kugur_a intoofanyi.

Ntaz_o uroonká.

Mpava ngéenda kw iisoko kugur_a imicúungwá n_a intoofanyi.

Ntavy_o uroonká.

Where, as in the third of these examples, the antecedent nouns (here /imicúungwá/ and /intoofanyi/) are members of different concord classes, concordial elements which refer back to them are ordinarily those of Class 8 (/~vy-/ in the above example).

Exercise 1. Inceptive tense.

a. Negative questions.

kuroonga	Ntaráaroonga zaa ntoofanyi?	Hasn't he washed those potatoes yet?
kuroonka	Ntaráaroonk _a ikeéte?	Hasn't he received a letter yet?
gushúusha	Ntaráashúush _a amáazi?	Hasn't she heated water yet?
kubísiguura	Ntaráabisíguura?	Hasn't he explained it yet?
gusúbira	Ntaráasúbira mu kazi?	Hasn't he returned to work yet?
gutáambuka	Ntaráatáambuk _a iyi nzira?	Hasn't he passed this way yet?
gutáangura	Ntaráatáangura kwíiga?	Hasn't he begun to study yet?
gutégeera	Ntaráatégeer _a icó bivugá?	Doesn't he yet understand what it means?
gutéeka	Ntaráatéek _a inkokó?	Hasn't she cooked the chicken yet?
kuva	Ntaráav _a i Buráya?	Hasn't he left Europe yet?
kurima	Ntaráarim _a imbóga?	Hasn't he planted vegetables yet?

b. Affirmative questions.

Aráaroong _a intoofanyi?	Has he already washed the potatoes?
Aráaroonk _a ikéete?	Has he already received the letter?

Aráashúush _a amáazi?	Has he already heated the water?
Aráabisíguura?	Has he already explained it?
Aráasúbira mu kazi?	Has he already returned to work?
Aráatáambuk _a iyi nzira?	Has he crossed the path yet?
Aráatángura kwíiga?	Has he begun to study yet?
Aráatégeer _a icó bivugá?	Does he already understand what it means?
Aráatéek _a inkokó?	Has he already cooked the chicken?
Aráav _a i Buráya?	Has he left/come back from Europe yet?
Aráarim _a imbóga ?	Has he planted vegetables yet?

[After the two halves of Exercise 1 have been practiced separately, they should be practiced together, using the affirmative question from Part B as cue, and the negative from Part A as response.]

Exercise 2. Persistive tense.

	!Isn't that book finished (or: worn out) yet?!	!It is worn out/finished.!
igitabo	Ico gitabo 'ntikiráashíra?	Caárashíze.
ibitabo	Ivyo bitabo 'ntibiráashíra?	Vyaárashíze.
impuúzu	Izo mpuuúzu 'ntiziráashíra?	Zaárashíze.
icí	Iri cí 'ntiriráashíra?	Rizooshira vubá.

agataási	Aka gataási 'ntikaráashíra?	Kazooshira vubá.
ivyoóndo	Ivyo vyoóndo 'ntibiráashíra?	Bizooshira vubá.
inkoofeero	Iyo nkoofeero 'ntiráashíra?	Yaráshize.
umúunyu	Uyo múunyu 'nturáashíra?	Waráshize.
isábuné	Iyo sábuné 'ntiráashíra?	Yaráshize.
ubúro	Ubwo búro 'ntiburáashíra?	Bwaárashíze.
ibijuumpu	Ivyo bijuumpu 'ntibiráashíra?	Vyaárashíze.

[NB The loss of high tone on /ráa/ when the preceding /nti/ is high, cf. Unit 13, Note 1.]

Exercise 3. Persistent tense, affirmative question vs. negative answer.

	'Is that water still boiling?'	'That water is no longer boiling.'
kubira	Yáa máaz ₁ aracáabira?	Yáa máazi 'ntakibira.
kunywá	Umwáana aracáanyw _a amáazi?	Umwáana 'ntakinyw _a amáazi.
kurima	Yohaáni ₁ aracáarim _a intore?	Yohaáni 'ntakirim _a intore.
kuroreera	Shóobuj _a aracáaroreera?	Shóobuja 'ntagiroreera.
gusoma	Umunyéeshuúr _e aracáasoma?	Umunyéeshuúre 'ntagisoma.
kuvúga	I 'radi _o ' iracáavúga?	I 'radio' 'ntikivuga.
kuryáama	Umwáan _a aracáaryáame?	Umwáana 'ntakiryame.
gucúra	Yohaáni aracáacúra?	Yohaáni 'ntagicura.
gukóreesha	Uracáakóreesh _a iyo sábuné?	Singikoreesh _a iyi sábuné.

gushúuha	Haanzé haracáashúushe?	Haanzé 'ntihagishuushe.
kugwa	Imvú _a iracáagwa?	Imvúra 'ntikigwa.

Exercise 4. Persistive tense, autonomous.

kubá	Ntaa wukíri mu biro.	There is no-one (who is) still in the office.
kumenya	Ntaa wukímeny _a inzira.	There is no longer anyone who knows the way.
kuba	Ntaa wukíhaba.	No-one lives there any longer.
kuuza	Ntaa wukíiza.	No-one comes any more.
gushaaka	Ntaa wugíshaak _a inzöga.	No-one wants beer any longer.
kwúubaka	Ntaa wucúubaka gútyo.	Nobody builds in this fashion any more.
kuúmfasha	Ntaa wukíimfasha.	No-one helps me any more.
kugaruka	Ntaa wukígaruka.	No-one comes back any more.
gufíta	Ntaa wugífis _e umudúga.	No-one has a car any more.
kubóneka	Ntaa wukíboneka mur _i iyi miísi.	We don't see anyone any more these days.

Exercise 5. Demonstratives with /~no/.

	'These clothes are expensive.'	'The expensive ones are here.'
impuúzu	Zíno mpuúzu ziraziimvye.	Izizíimvye ziri háno.
urubáangaangwé	Rúno rubáangaangwé ruraziimvye.	Uruzíimvye ruri háno.

igitàambara	Kíno gitàambara kiraziimvye.	Ikizíimvy _e kiri háno.
izíiko	Ríno zíiko riraziimvye.	Irizíimvy _e riri háno.
ibŷiti	Bíno bití biraziimvye.	Ibizíimvy _e biri háno.
umudúga	Unó mudúg _a uraziimvye.	Uwuzíimvy _e uri háno.
inzu	Inó nz _u iraziimvye.	Iyizíimvy _e iri háno.
améézá	Anó mééz _a araziimvye.	Ayazíimvy _e ari háno.
inkoofeero	Inó nkoofeer _o iraziimvye.	Iyizíimvy _e iri háno.
ishu	Inó sh _u iraziimvye.	Iyizíimvy _e iri háno.

Exercise 6. Possessives used as substantives.

a.	‡Where are the ones (Cl. 10) that per- tain to the bank?‡	‡Where are the ones (Cl. 8) that pertain to the bank?‡
ibaánki	Iz _a íbaánki zirŷhe?	Ivy _a íbaánki birŷhe?
inoóti	Iz _a ínoóti zirŷhe?	Ivy _a ínoóti birŷhe?
impuúzu	Iz _a ímpuúzu zirŷhe?	Ivy _a ímpuúzu birŷhe?
urusháaná	Iz _a úrusháaná zirŷhe?	Ivy _a úrusháaná birŷhe?
b.		
ící	Iz _a íící zirŷhe?	Ivy _a íící birŷhe?
izíiko	Iz _a íizíiko zirŷhe?	Ivy _a íizíiko birŷhe?
ishímiízi	Iz _a íishímiízi zirŷhe?	Ivy _a íishímiízi birŷhe?

c.

kare	Izaa kare zirĩhe?	Ivyaa kare birĩhe?
Yóhaáni	Izaa Yóhaáni zirĩhe?	Ivyaa Yóhaáni birĩhe?
Bujuumbura	Izaa Bujuumbura zirĩhe?	Ivyaa Bujuumbura birĩhe?

d.

vubá	Izaa vúba zirĩhe?	Ivyaa vúba birĩhe?
ubu	Izu _a úbu zirĩhe?	Ivyu _a úbu birĩhe?
ejo	Ize _a éjo zirĩhe?	Ivye _a éjo birĩhe?
uyu mwáaka	Izu _a úyu mwáaka zirĩhe?	Ivyu _a úyu mwáaka birĩhe?

[After each section of this exercise has been practiced separately, it should be combined with the section(s) that preceded it.]

Exercise 7. Ways of using /atári/.

Afis_e amafaraanga meénshi? Does he have much money?

Atári impuúzu 'ntaa kiíndi afisé. He has nothing except [his] clothes.

Aja mu kazi mu gitóondo?

Atári ku musáse 'ntaaja mu kazi.

Nshaaka kumenya néezá ONU.

I want to get acquainted with the UN.

Atár₁ ukuj_a i 'New York', 'ntaa kiíndi wookorá.

There is no way except to go to New York.

Niind_e' azóonkórer_a imáshiíni?

Who will repair the
machine for me?

Atári Yohaáni 'ntaa wuúnd_i
abiízi.

No one knows [about]
it except John.

Exercise 8. The non-concordial 'semi-verbal' forms.

'I see that there are a
lot of clouds.'

'There are many
clouds.'

ibicu Mboony_e ibic_u arí vyíínshi.

Ibicu 'ni vyíínshi.

uducu Mboony_e uduc_u arí twiínshi.

Uducu 'ni twiínshi.

ivyoóndo Mboony_e ivyoóndo arí vyíínshi.

Ivyoóndo 'ni
vyíínshi.

ubushaza

ibijuumpu

indyá

imikáaté

ingurube

amăgi

izúuba

amafaraanga

amakára

[The student should write out the remaining sentences in this exercise, showing vowel length and tone, and then practice the completed exercise in the usual manner.]

Exercise 9. Subjunctive as main verb. The verb /-ja/ plus infinitive.

	'What shall I go and do?'	'Go take the children for a walk.'
	Njé gukór _a ikí?	Ja gutéemberez _a abáana.
we	Ajé gukór _a ikí?	Ajé gutéemberez _a abáana.
kugura	Ajé kugur _a ikí?	Ajé kugur _a ibiriíbwa.
bo	Bajé kugur _a ikí?	Bajé kugur _a ibiriíbwa.
gufáta	Bajé gufát _a ikí?	Bajé gufát _a ibiriíbwa.
twéebwé	Tujé gufát _a ikí?	Tujé gufát _a ibiriíbwa.
gukóra	Tujé gukór _a ikí?	Tujé gutéek _a ibiriíbwa.

Exercise 10. Based on Stc. 1, use of participial verbs after /-hava/.

	'I'm going to the market?'	'I'm going to go [somewhat later] to the market.'
kugeenda	Mpava ngéenda kw iisŏko.	Nzoo hava ngéenda kw iisŏko.
kwaandika	Mpava náandika ikeéte rijá kwaa múrumu- naanje.	Nzoo hava
kugwa	Imvúr _a ihav _a igwá ku mugórooba.	Imvúr _a izoo hav _a
kuruhuuka	Mpava ndúhuuka mvúuye kw iisŏko.	Nzoo hava

kubóneka	Izúuba rihava ríbonek _a inyuma ya sáa síta.	Izúuba rízoohava
gusoma	Mpava nsóma rírya keéte.	Nzoohava
kugerageza	Mpava ngérageza kwóoz _a inzu.	Nzoohava
kubíba	Mpava mbíb _a ayo masáka.	Nzoohava

[The student should write out the rest of Column 3, showing tone and vowel length, and then use the exercise for drill.]

Exercise 11. The construction of Sentence 2.

'I'll send him [to get]
oranges.'

'He won't get any.'
('There are none
that he will get.')

imicúungwá	Mpava mútum _a imicúungwá.	'Ntay _o aroonká.
wewé	Mpava ngútum _a imicúungwá.	'Ntayo ndoonká.
intoofanyi	Mpava ngútum _a intoofanyi.	'Ntazo ndoonká.
bo	Mpava mbátum _a intoofanyi.	'Ntazo baroonká.
inánaási	Mpava mbátum _a inánaási.	'Ntazo baroonká.
mwéebwé	Mpava mbátum _a inánaási.	'Ntazo turoonká.
ibigóori	Mpava mbátum _a ibigóori.	'Ntavyo turoonká.
wewé	Mpava ngútum _a ibigóori.	'Ntavyo ndoonká.
amakára	Mpava ngútum _a amakára.	'Ntayo ndoonká.
bo	Mpava mbátum _a amakára.	'Ntayo baroonká.

imyeembe	Mpava mbátum _a imyeembe.	´Ntayo baroonká.
wé	Mpava mútum _a imyeembe.	´Ntay _o aroonká.
imicúungwá	Mpava mútum _a imicúungwá.	´Ntay _o aroonká.

Exercise 12. Immediate vs. persistive tenses, negative.

	‘Isn’t the maize ripe?’	‘It isn’t ripe yet.’
kwéera	Ibigóori ´ntivyeézé?	Ntibíreera.
intoofanyi	Intoofanyi ´ntizeezé?	Ntizíreera.
gushá	Intoofanyi ´ntizihiiyé?	´Ntiziráashá.
imǎhwi	Imǎhwi ´ntihiiyé?	´Ntiráashá.
guhéra	Imǎhwi ´ntihezézé?	´Ntiráahéra.
inzõga	Inzõga ´ntihezézé?	´Ntiráahéra.
gushíra	Inzõga ´ntishizézé?	´Ntiráashíra.
inánaási	Inánaási ´ntizishizézé?	´Ntiziráashíra.
kuziimbuuka	Inánaási ´ntiziziimbúutse?	´Ntiziráaziimbuuka.
imicúungwá	Imicúungwá ´ntiziimbúutse?	´Ntiráaziimbuuka.
kuziimba	Imicúungwá ´ntizimvyé?	´Ntiráaziimba.

Exercise 13. Random substitution based on Sentence 5. [The tutor should read aloud the underlined portion of each sentence, and the student should reply with the entire sentence.]

Nshaásha ´nazó ziracáari mu myóonga.

The new ones are
still in the
valleys.

Bitoóto ´navyó biracáari mu myóonga.

The new/soft green
ones are still in
the valley.

Bitoóto 'navyó biracáari kw iisöko.

There are still new ones at the market.

Indagara 'nazó ziracáari kw iisöko.

There are still little fish at the market.

Abaantu baracáageenda kw iisöko.

People are still going to the market.

Abaantu baracáari ku kibaánza.

People are still at the square.

Abaantu barikó barageenda ku kibaánza.

People are still going to the market.

Abaantu barikó baravúg_a icóongerezá ciínshi.

People still speak a lot of English.

Abashaásha barikó baravúg_a icóongerezá
ciínshi.

Abashaásha baracáari ku kibaánza.

Nshaásha 'nazó ziracáari ku kibaánza.

Nshaásha 'nazó ziracáari mu myóonga.

Exercise 14. Alternate substitution drill based on Sentence 14.

'You won't find any corn except in June.'

Ntaa bigóor_i uzóobón_a atári mu kwaa gátaandátu.

intore Ntaa ntor_e uzóobón_a atári mu kwaa gátaandátu.

kuroonka Ntaa ntor_e uzóoróonk_a atári mu kwaa gataandátu.

amahera Ntaa maher_a uzóoróonk_a atári mu kwaa gataandátu.

guhá Ntaa maher_a uzóomuhá atári mu kwaa gátaandátu.
 umwaánya Ntaa mwaány_a uzóomuh' atári mu kwaa gátaandátu.
 kuroonka Ntaa mwaány_a uzóoróonk_a atári mu kwaa gátaandátu.
 ivyeéte Ntaa vyeét_e uzóoróonk_a atári mu kwaa gátaandátu.

Exercise 15. Indicative vs. relative of progressive, based on Sentence 15.

Barikó barabíb_a amasáka.

Amasáka barikó barabíba 'ni meezá?

[The student or the instructor may complete this exercise, using other verb-object combinations from among those that the student has already met.]

Exercise 16. The use of /umeenga/, based on Sentence 17.

I Bujumbura harashúushe.

I Bujumbur_a umeenga harashúushe.

[The student should practice placing /umeenga/ in sentences, using material from preceding units.]

Practice conversations.

1. A conversation in which A asks B whether he has seen any potatoes at the market recently. B replies that he has been there but hasn't seen any. A asks why. B says it is because the stored ones are all gone, and the new ones aren't ready yet.

2. A conversation in which A asks B about certain crops and whether they are grown in the U.S. B replies that they are not grown much, but that corn is more common. A asks what we do with our corn. B replies that some is used for fodder and some for food.

3. A conversation in which A asks whether cotton is grown in the U.S. B replies that it is, mainly in the south. A asks about rice, and gets the same answer.

Free conversation.

1. Ask a speaker of Kirundi about the differences between the economy of Burundi and the economy of Rwanda.

2. Speak for two minutes on the economy of your home state.

(For this purpose, it may be necessary to use some nouns that are not in this book.)

UNIT 24

BASIC DIALOGUE

GEOGRAPHY OF BURUNDI

- | | | |
|----|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 1A | Wavúuye mu Kiruundo
ryáarí? | When did you come from
Kirundo? |
| 2B | Najé hiírya y _a eéjo
aríko nzooa nsúbirayó
vubá. | I came the day before yester-
day, but I'll be going back
soon. |
| 3A | Izúuba ry _a íwaányu
nuumva ngo 'ni nk _a
íryaa Bujumbura. | I hear that the heat ('the
sun') over there ('at your
place') is comparable to
that of Bujumbura. |
| 4A | Rimeze gúte?
akéézá (12) | What is it like?
beauty |
| 5B | Eka 'ntaa keezá káruta
Bujumbura.
ubushuúhe (14) | There's no difference from
Bujumbura.
heat |
| 6B | Kaáandi n _a úbushuúhe
bwó mw ijoro 'nicó
kimwé.
ubwo | And the heat at night is the
same.
(a question word) used
in asking for verifi-
cation |
| | -téera (-téeye) | to cause |
| | -téerwa (-téewe) | to be caused |
| | ikiyága (7, 8) | lake |

- 7A Ubwo 'ntihateerwá
gushúuha na bírya
biyága?
haasí
Isn't it heated by those
lakes?
down, below
- 8B Eegó kaáandi ngira ngo
'n_i n_a úuk' arí haasí.
inyoni (9, 10)
Well, yes, and the low alti-
tude, I guess. ('that
being-low')
- 9A Nagoomba kuja kuraab_a
inyoni zó kurí
Rwiihíinda, aríko
siinz_i ukwéezi zibá
záagarutse.
I'd like to go to see the
birds at [Lake] Rwihinda
but I don't know [which]
month they [should] be
back. ('...they are they-
having-returned')
- 10B Ni mu cí.
ni náho
ishaamba (5, 6)
umupáka (3, 4)
It's [in] icí.
in addition
jungle, rain forest
border, boundary
- 11B Ninahó hamezé néezá
hó kuraab_a ishaamba
ryó ku mupáka.
-jaanwa (-jaanywe)
Besides, [the weather] is nice
for visiting the rain
forest of the [eastern]
border.
to be brought
- 12A Umuunt_u ajáanywe n_a
úgutéembeera yoočáhe?
-búra (-búze)
Which way would a person go
if he were on a tour?
to lack, fail to find

- vya (here; 'the area around')
- 13B Usháatse, mu vyaa If you wish, through the
 Kayaanza, i Ngoози, Kayanza area, Ngozi, (there)
 ahó woobon_a abaantu [where] you would see
 babur_a ahó buubáka people who are lacking
 n_a (a)ahó barimá. [space] (where) to build
 [houses] and to farm.
- íihariza (-íiharije) to have a thing by oneself
- i baa (=mu vyaa)
- igikóokó (7, 8) wild animal
- 14B Ukazòohiindukira i Then you would ('will') come
 baa Gítega, Burūri, back near/thru Gitega, Bururi,
 Makáamba, ah_o and Makamba, (there) [where]
 uzóosáang_a inká n_a you would find cattle and
 íbikóok_o arí vyo wild animals living by
 vyiihárij_e amashaamba. themselves.
- geza (-gejeje) to escort to a determined
 point, to test, to try
- 15A Aríko ububushuúhe bwaa But the heat of Bujumbura is
 Bujumbura buuza about to drive me away.
- kuungeza kure.
- haruguru up there
- ípifuuza (-ípifuujije) to wish (for)
- ~kéeyá few

- 16B N_i ibiromeetéro bikéey'_a
 ugeendá gushika hárya
 haruguru mu misózi
 ukaca wíipfuuz_a
 ikikúgarukana.
 ikibira (7, 8) dense forest
- 17A 'Nahaáandi nyéne kírya
 kibira kó nkibonéra
 kure kimeze gĩte?
 -pfúka (-pfútse) to be fresh, cool
 akóogo (12, 13) small stream
 -hanaantuka to fall from high above
 (-hanaantutse)
 ibuye (5, 6) stone
- 18B Harapfútse, har_i imisóz_i
 itaandúkaanywa
 n_a úutwóogo duha-
 náantuka ku mabuye.
 ijíisho (5, 6) eye
- 19B Eka hararyóohey_e
 ijíisho.
 hagăti (9) in the middle of

- 20A Mbég_a imisózi yó hagatí
mu gihúg_u imeze nk_a
ííyi mboná heejuru
ya Bujuumbura?
Are the mountains (of) in
the middle of the country
like those I see above
Bujumbura?
- 21B Oya, iyó hagatí ntíri
heejuru caane.
inzúuzi (9, 10)
No, the ones in the interior
aren't very high.
large river (cf. /urúuzi/
'river')
- 22A Nooné 'ntaa nzúuzi
nini zíríhó?
And aren't there some large
rivers?
- 23B Harihó Ruvúbu na
Rúvyiróonza, 'naz_o
iziíndi 'ni ntóontó.
There are the Ruvubu and the
Ruvyironza; the others are
small.

Supplementary vocabulary. Some common fauna.

Ntaa ntáre nyiínshi zir _i i Buruúndi.		There are not many lions (which are) in Burundi.
intáre	(9, 10)	lion
ingwe	(9, 10)	leopard
ingúge	(9, 10)	monkey
ingoona	(9, 10)	crocodile
imfyísi	(9, 10)	hyena

umuswá	(3)	white ants
intózi	(10)	army ants
urunyegeri	(11, 14)	small, black ant
impoongo		antelope
ingerégere		gazelle
igitáangurirwá		spider
imvúbu		hippo

Harih' impoongo i Buruúnd, aríko 'si nyiinshi caane.

'There are some antelope in Burundi, but they aren't very numerous.

Harih' imvúbu murí Ruvúbu.

'There are hippo in Ruvubu.'

Harih' imfyísi mu mashaamba yó ku mupáka.

'There are hyenas in the forests along ('of') the border.'

Harih' inzovu mu kiyaaya caa Rúsiízi.

'There are elephants in the plain of Rusizi.

1. The verb /-ca/ followed by a participial form.

Sentence 2 contains the phrase:

...aríko nzooca nsúbirayó vubá.

...but I'll be going back soon.

Compare also, in the supplementary dialogues for Unit 12:

Utáambutse rĩrya, uc_a ubóna... [When] you have
crossed that one,
you'll then see...

Further examples are the following:

Nzooca ngéend _a i muhĩra.	and then I will go home
Nca ndámubarir _a ayo majaambo.	Then I will tell him these words.
Nacíiye ngéenda kwa Yóhaáni.	and then I went...
Mpéjeje nca ngéenda kwa Y.	When I finish, I (will) go...
Mpéjeje nkageend _a i muhĩra.	When(ever) I finished, I used to go home.
Navúuye kw iisŏko, nca ngéenda kwa Yóhaáni.	When I came from the market, I then went to John's [once].
Ngeenda kw iisŏko, haanyuma nce ngéenda kwa Y.	I will go to the market, and after- ward I'll go to John's.
Ngeenda kw iisŏko, nkaca ngéenda...	I go to the market, and then I go... (habitual)

Without a large number of further examples, it is impossible to give a full description of these constructions, which involve the use of the verb /-ca/ plus some form of another verb. It is possible to point out, however, that in all of these examples except one, the second verb is participial in form. As far as meaning is concerned, the verb phrase with /-ca/

usually refers to an action that was begun after the completion of the action of the preceding clause. [For practice with this construction, see Exercise 4.]

2. The verb /-ba/ followed by a participial form.

Sentence 9 contains the following construction:

...zibá záagarutse	[at which] they should (have) return(ed)
--------------------	---------------------------------------------

Compare also Unit 11, Sentence 8:

Uzoob _a ushítsěho.	You will be there (‘You will be you-having- arrived there.’)
-------------------------------	--------------------------------------------------------------------

In both these sentences, a form of the verb /-ba/ is followed by a participial form of some other verb.

The English translation for this construction varies, in part according to the tense of the form of /-ba/. When the /-zoo-/ tense is used, the meaning is not unlike an English future perfect tense (‘will have _____’). When /-ba/ is in the immediate tense, the English translation may be with ‘should’, or may refer to the regular time [e. g. in each year, week, semester] at which a certain action or process is ordinarily completed. The following are further examples:

Azooba yáaguz _e ibitabo.	He will have bought books.
-------------------------------------	-------------------------------

Aba yáaguz _e ibitabo.	He should have bought the books. or: He has [regularly] bought his books [e. g. by the end of the first week of class].
----------------------------------	----------------------------------------------------------------------------------------------------------------------------------------

<p>N_i uk' arwaayé, aba yáagiiye kw iishuúre.</p>	<p>If he hadn't been ill, he would have gone to school.</p>
-----------------------------------------------------------------	---------------------------------------------------------------------

[For practice with this construction, see Exercise 5.]

3. The word /'ni/ plus /uko/ plus a clause.

Sentence 8 contains the phrase:

n_i uk' arí haasí

In this phrase the verb is relative in form. Clauses of this kind seem to have a causative meaning ('since', 'because'), but again, paucity of examples makes further discussion impossible.

4. The word /kimwé/.

This word, contained in Sentence 6 of the dialogue for this unit, is of course the adjective root /~mwé/ 'one' with the prefix for Class 7. In this sentence, there is no noun of the same class with which it can be said to be in agreement. Presumably if such a noun did stand before /kimwé/, it would be /ikiintu/ 'thing'. In any case, the use of /kimwé/ in this and similar constructions, corresponds fairly closely to English 'the same thing'.

5. The word /hagăti/~hagatí/.

This word is used in three ways:

(1) With one noun following it:

...hagatí mu gihúgu...

...in the middle of the
country...

Here, /hagatí/ is followed by /mu/, and is translated 'in the middle/midst of...'

(2) With two nouns following it:

Muraamvy _a iri hagatí ya	Muramvya is between
Bujuumbura na Ngozi.	Bujumbura and Ngozi.

Here, /hagatí/ is treated like a noun of Class 9, being followed by /ya/.

(3) Not followed by a noun:

iyó hagatí...	those (Cl. 4) in the interior or: those [which are] between
---------------	-------------------------------------------------------------

[For practice with /hagatí/ in the second of these uses, see Exercise 9.]

Exercise 1. Changes of tense, mood and person, based on Sentences 1 and 2.

	'Did' you leave Kirundo the day before yesterday?'	'I came the day before yesterday.'
	Wavúuye mu Kiruundo hiírya yeéjo?	Najé hiírya yeéjo.
ejo	Wavúuye mu Kiruund _o ejo?	Naj _e ' ejo.
uyu muúsi	Wavuuye mu Kiruundo uyu muúsi?	Naj _e uyu muúsi.
kubíba	Wayabivy _e uyu muúsi?	Nayabivy _e uyu muúsi.
ku waambere	Wayábivye ku waambere?	Nayábivye ku waambere.

'niindé	'Niindé yayábivye ku waambere?	Nije (or: Ni jeewé) nayábivye ku waambere.
hiírya yeéjo	'Niindé yayábivye hiírya yeéjo?	Nije nayábivye hiírya yeéjo.
uyu muúsi	'Niindé yayabivye' uyu muúsi?	Nije nayabivye' uyu muúsi.
kumútuma	'Niindé yamutumye' mu Kiruund uyu muúsi?	Nije namutumye' uyu muúsi.
ejo	'Niindé yamutumye mu Kiruund_0 éjo?	Nije namutumye_e éjo.

Exercise 2. Based on Sentence 3, substitute nouns and also possessive plural personal pronouns.

'The sun at your place is like that of
Bujumbura.'

↓	Izúuba ry _a íwaányu 'ni nk _a íryaa Bujuumbura.
jeewé	Izúuba ry _a íwaácu 'ni nk _a íryaa Bujuumbura.
ubushuúhe	Ubushuúhe bw _a íwaácu 'ni nk _a úbwaa Bujuumbura.
bo	Ubushuúhe bw _a íwaábo 'ni nk _a úbwaa Bujuumbura.
imvúra	Imvúra y _a íwaábo 'ni nk _a íya Bujuumbura.
wewé	Imvúra y _a íwaányu 'ni nk _a íya Bujuumbura.
baantu	Abaantu b _a íwaányu 'ni nk _a ábaa Bujuumbura.
jeewé	Abaantu b _a íwaácu 'ni nk _a ábaa Bujuumbura.
amashuúre	Amashuúre y _a íwaácu 'ni nk _a áya Bujuumbura.

bo	Amashúure y _a íwaábo 'ni nk _a áya Bujuumbura.
ibifuúngurwa	Ibifuúngurwa vy _a íwaábo 'ni nk _a ívyaa Bujuumbura.
jeewé	Ibifuúngurwa vy _a íwaácu 'ni nk _a ívyaa Bujuumbura.

Exercise 3. Concordial agreement, based on Sentences 3, 4.

'What is the sun like at your place/in your part of the world?'

izúuba	Izúuba ry _a íwaányu rimeze gũte?
amashuúre	Amashuúre y _a íwaány _u ameze gũte?
inzúuzi	Inzúuzi z _a íwaányu zimeze gũte?
ibibira	Ibibira vy _a íwaányu bimeze gũte?
inyoni	Inyoni z _a íwaányu zimeze gũte?
ibikóokó	Ibikóokó vy _a íwaányu bimeze gũte?
ibiyága	Ibiyága vy _a íwaányu bimeze gũte?
ubushuúhe	Ubushuúhe bw _a íwaányu bumeze gũte?
imisózi	Imisózi y _a íwaány _u imeze gũte?
abaantu	Abaantu b _a íwaányu bameze gũte?

Exercise 4. /-ca/ plus participial verbs.

Ukwéezi gúshiz_e, uzoojãhe?

Where are you going after the end of the month?

Nzooca nsúbira ku kazi.

I'll go back to work.

Ni wáheza kwóoz_a inz_u ukor_a ikí?

What will you do when you've finished washing the floor?

Nca ngéenda kw iisŏko.	I'll go to market.
Woomény _a ururími wookor _a ikí?	What would you do if you knew the language?
Nooca ntáangura kwíig _a ibiíndi.	I'd then begin to study other things.
Yoozan' _a amagí woomuh _a ikí?	What would you do if he brought eggs?
Nooca ndámuh _a amafaraanga.	I'd give him some money.
Iy' _o atageendá wari kumugir _a úte?	What would you have done to him if he hadn't gone?
Nacá ndámuh _a akaánda kazi.	I would have given him other work.

Exercise 5. /-bá/ plus participial verb, vs. inceptive negative.

Ziba záagarutse mur' _i uuku kwéezi.	They (Cl. 10) should have come back this month.
Ntiziráagaruka.	They haven't come back yet.
Ziba zéeze mur' _i uuku kwéezi.	They (Cl. 10) should have gotten ripe this month.
Ntiziréera.	They aren't ripe yet.
Imvúra iba yáatáanguye kugwa mur' _i uuku kwéezi.	The rain should have begun this month.
Ntiráagwa.	It hasn't fallen yet.

Haba háatánguye gushúuha mur ₁ ' uuku kwéezi.	It should have begun to get hot this month.
Ntiharáashúuha.	It hasn't gotten hot yet.
Intoofanyi ziba záashíze mur ₁ ' uuku kwéezi.	[The supply of] potatoes should have run out this month.
Ntiziráashíra.	It hasn't run out yet.

Exercise 6. Sentences that contain /~ó/ plus /ku/ plus a noun of location. (Based on Sentence 11.)

'We will look at the forests of the border.'

umupáka	Tuzooraab _a ishaamba ryó ku <u>mupáka</u> .
imisózi	Tuzooraab _a imisózi yó ku <u>mupáka</u> .
i Kibira	Tuzooraab _a imisózi yo mu <u>Kibira</u> .
inzúuzi	Tuzooraab _a <u>inzúuzi</u> zó mu Kibira.
igihúgu	Tuzooraab _a inzúuzi zó hagatí mu <u>gihúgu</u> .
abaantu	Tuzooraab _a <u>abaantu</u> bó hagatí mu gihúgu.
i Koóngo	Tuzooraab _a abaantu bó murí <u>Koóngo</u> .
indími	Tuzooraab _a <u>indími</u> zó murí Koóngo.
i Bugáandé	Tuzooraab _a indími z _a í <u>Bugáandé</u> .
ibisagára	Tuzooraab _a <u>ibisagára</u> vy _a í Bugáandé.
i Tanganyiká	Tuzooraab _a ibisagára vyó murí <u>Tanganyiká</u> .
indími	Tuzooraab _a <u>indími</u> zó murí Tanganyiká.

Exercise 7. Sentences to illustrate the use of /-íhariza/, based on Sentence 14.

Iyi nz _u arayíhárije.	He has the house to himself.
Ni kukí yihárij _e iyo nzu yóóse?	Why does he have the whole house to himself?
‘Niindé yihárij _e inzu?	Who has a house to himself?
Yohaáni yiharij _e aryá máangaziíni yóóse.	John owns all those stores (by) himself.
Abavúukanyi babiri biharij _e aryá máangaziíni yóóse.	Two brothers own all those stores (by) themselves.
Nitwe twihárij _e aryá máangaziíni yóóse.	We are the ones who...
Nimwe mwihárij _e aryá máangaziíni yóóse?	Are you the ones who...
Nibó biharij _e aryá máangaziíni yóóse?	Are they the ones who...

Exercise 8. Sentences with /-ípfuuz_a/, based on Sentence 16.

a. With autonomous complement.

Wiipfuuz _a ikikúgarukana? or: Wiipfuuz _a icoókugarukana?	Do you wish for some means/ way/occasion to come back?
Niipfuuz _a ikiíngarukana. or: Niipfuuz _a icoóngarukana.	I wish for some means/way/ occasion to come back.
Niipfuuz _a uwoómp _a akazi.	I wish for someone who would give me work.

Yiipfuuz_a uwoómuh_a akazi.

He wishes for someone who
would give him work.

b. With infinitive complement.

Yiipfuuza kuv_a i Mbo.

He wishes to leave Mbo.

Yiipfuuza kugur_a inzu.

He wishes to buy a house.

Yiipfuuza kuraab_a inyoni.

He wishes to look at the
birds.

Exercise 9. /hagatí/ plus two nouns: a lesson in the geography
of Burundi. [Students should look at maps, and not at this
page.]

Muraamvya Muraamvy_a iri hagatí ya Bujuumbura na Ngozi.

Ngoozi Ngoozi iri hagatí ya Muraamya na Bútare.

Gitéga Gitéga iri hagatí ya Muraamvya na Rúyigi.

Kigáli Kigáli iri hagatí yá Nyaánza na Byuumba.

Uburuúndi Uburuúndi buri hagatí y_a í Koóngo na Tanganyiká.

Urwaanda Urwaanda ruri hagatí y_a Úburuúndi n_a Úbugáandé.

Exercise 10. Random substitution, based on Sentence 21.

Iyó hagatí ntirí heejuru caane.

Those (Cl. 4, e. g. hills)
in the central part are
not very high.

Imisózi y_a í Ngoozi ntirí heejuru
caane.

The mountains of Ngozi
aren't very high.

Imisózi y_a í Ngoozi ntifis_e
amashaamba meénshi?

Don't the mountains of
Ngozi have many
forests?

Imisózi y _a í Ngoozi 'ntifis' <u>e intáre?</u>	Don't the mountains of Ngozi have(many)lions?
<u>Mu mashaamba yó ku mupáka 'hari</u> intáre.	In the forests of the borders, there are lions.
Mu mashaamba yó ku mupáka 'har <u>imfyísi.</u>	In the rain forests of the borders, there are hyenas.
Mu mashaamba yó ku mupáka <u>'ntaa</u> <u>nzovu ziharí.</u>	In the rain forests of the borders, there are no elephants.
<u>Hagatí mu gihúgu 'ntaa nzovu ziharí.</u>	In the center of the country, there are no elephants.

Practice conversations.

1. A conversation in which A asks about the climate in B's home state. B replies briefly. A responds by comparing it with some other state. B makes a non-committal rejoinder.
2. A conversation in which A (an American) is trying to persuade B to study in some one particular part of the United States on account of the pleasant weather, scenery, etc.
3. A conversation in which A has just returned from a visit to a game park. B asks about what he saw there.

Free conversations.

1. Plan a vacation itinerary from your present location to Denver, Colorado, returning by a different route.
2. Answer questions about a non-African country that you have visited.

UNIT 25

BASIC DIALOGUE

- 1A Vyooba vyilizá ng_o
 umuús_i umw'úshiké
 kuturaab_a i muhira.
 -geza (-gejeje)
- It would be [very] nice if
 you would come to visit
 us (at home) some day.
 to try
- 2B Nzoogeza kuuza.
- I'll try to come.
- 3B Nzooza nka ryáarí?
- About when shall I come?
- 4A Uraaza ku muúsi
 wa Muúngu.
- [What about] (you come on)
 Sunday?
- 5B Urakóze.
- Thanks:
- [On Sunday at A's house.]
- 6B Ndagize bwaakéeye.
- Good morning!
- 7A Bwaakéeye néezá.
- Good morning!
- 8A Shika.
- Come in.
- 9A Uyu 'n_i umugeenzi
 waanje Mariyá.
- This is my wife Mary.
- 10A Aba 'n_i aabáana báacu
 Yohaáni n_a Anyéesi.
- These are our children
 John and Agnes.
- [B greets the children. This greeting is probably not formal
 enough for use with adults.]
- 11B Uraaho ga Yohaá?
- How are you, John?
- 12B Uraaho g_a Anyé?
- How are you, Agnes?

- 13A { Shika haasí. }
 { Icara haasí. } Sit down!
- 14B Urakóze. Thank you.
 amakũru (6) news
- 15B Ayaáandi makũru? What is news?
 amareembe (6) peace, tranquility
- 16A 'N_i amareembe. Everything is all right.
- 17A Turóoroshe. We're in good health.
- 18A Unyw_a ikí? What do you drink?
- 19B Coca-Cola. Coca-Cola.
- 20A 'Ntuunyw_a inzógá? Don't you drink beer?
- 21B { Ni wabá uyífise 'ni } If you have it, that's fine.
 { vyilizá. }
 { Mbabarira 'sinyw_a } Please excuse me, I don't
 { inzõga. } drink beer.
- [B looks around the room and comments.]
- 22B Uráazi gutóor_a ibiintu You know how to choose nice
 vyilizá! things!
 akabaati (12, 14) closet, cupboard
- 23B Nk_a 'aka kabaati Where did you buy this cup-
 wakáguzěhe? board, for instance?
 umufreére (1, 2) [religious] brother
- 24A Nakáguze mu Kaameenge I bought it in Kamenge at
 ku bafreére. the [religious] brothers.

- 25B Barakóra néezá. They do a good job.
 -táanga (-táanze) to give, pay
- 26B Wagátaanze_o ayaánga_a How much did you pay for it?
 ikí?
- 27A Ibihuumbi bibiri. Two thousand.
- [When A's children are out of earshot, B compliments A and his wife on them.]
- indèro (9, 10) education
- 28B Murafís_e abáana barí You have very polite children.
 n_a índero nziizá.
 -rera (-reze) to rear
- 29A Turagerageza kubarera We try to raise them well,
 néez_a aríko biragooye. but it is difficult.
- [B prepares to leave.]
- sígara (-sígaye)
- 30B Sigar_a amahóro. Good-bye. (‘stay [in] peace’)
- 31B Tuzooba túbonana. See you later. (‘we will be we-seeing-one-another’)
- Imáana Supreme Being
- 32A { Jaana n_a íImáana. Good-bye (‘go with God’).
 { Geenda amahóro. (‘go [in] peace’)

<u>Supplementary vocabulary.</u>	<u>Articles found in the house.</u>	
idirísha	(5, 6)	window
inyégamo	(9, 10)	chair
améezá	(6, 6)	table
uburiri	(14, 6)	bed
ibikóreesho	(8)	
vyó ku méeza		tableware
iseéngé ry _a ínzovu	(5)	ivory
itára	(5, 6)	lamp, candle
uruugi	(11)	door (the object)
umuryáango	(3, 4)	door (the opening)
isáandugú	(5 or 9,6)	box, chest

Oral reading practice.

[The student should read each sentence to his teacher. The teacher corrects his pronunciation, and the process is repeated until the student can read aloud perfectly. The student may then try writing the tones on the selection. The right hand column may be used for an English translation, which the student may then use as a basis for retranslation into Kirundi.]

Andereya yabajije mugeenzi we ko
 umuusi umwe atooshik_a i muhira iwe.
 Yaramweemereye ko azooza ku muusi
 wa Muungu, agirako aramushiimira.
 Ku muusi wa Muungu Yohaani yageze
 kwaa mugeenziwe Andereya. Yaraboonye

umugeenzi n_a abaana ba Andereya.
 Yohaani bamufuunguriy_e inzoga
 araanka ngo ntay_o anywa. Yanyooye
 Coca Cola. Amaz_e umwaany_a abona
 kaa kabaati k_a Andereya, araka-
 mushiimira, ac_a amubaza niyo
 yakaguze. Yarashiimye n'indero
 y_a abaana ba Andereya na Mariya.

1. The construction /'ni -ba/.

Ni wab' _a uyífise...	In case you (sg.) have it,...
Ni mwaab'á múyifise...	In case you (pl.) have it,...
Ni twaab'á túyifise...	In case we have it,...
Ni baab'á bágeenda...	In case they go,...
Ni baab'á bátageendá...	In case they don't go,...
Ni baab'á báagiiye...	In case they've gone... [hodiernal]
Ni baab'á bázoogéenda...	In case they go later...

In the above examples, /'ni/ plus /-bá/ plus a participial form of another verb is used as shown. Compare Sentence 21 of the basic dialogue for this unit.

2. Sentences with /-ri na.../.

The construction used in the right hand column of examples is sometimes used as a synonym for /-fise/. Its literal meaning is of course 'be with,' and its usual English translation is 'have'.

Barafís_e abáana babiri. Bari ná abáana babiri.

'They have two children.'

Turafís_e intoofanyi. *Turi n_a intoofanyi.

'We have potatoes.'

Arafís_e imyáak_a ibiri. *Ari n_a ímyáak_a ibiri.

'He is two years old.'

But this new construction with /-ri na-/ cannot be used freely in all situations and so should be used with caution. The sentences marked with an asterisk are acceptable to some speakers, but sound unnatural to others.

3. The abbreviation of personal names.

Yohaáni	...ga Yohaá? or: ga Yòhà
Mariyá	...ga Marií? or: ga Màrì
Anyéesi	...ga Anyeé? or: ga Ànyè
Andereyá	...ga Andereé? or: ga Àndèrè
ntuuzé 'what's-his-name'	...ga ntuú.

[The student should prepare a general statement about the differences in form that he observes in the two columns of data given above.]

Exercise 1. Use of /nka'/ to introduce a sentence; concord involving a demonstrative and the object prefixes of two verbs.

	'Where did you buy this cupboard, for instance?'	'I bought it here.'
akabaati	Nka áka kabaati wakáguzěhe?	Nakáguz _e inó.
ububaati	Nka úbu bubaati wabúguzěhe?	Nabúguz _e inó.
améezá	Nka áya méezá wayáguzěhe?	Nayáguz _e inó.
inyégamo	Nka ízi nyégamo wazíguzěhe?	Nazíguz _e inó.
ibikóreesho	Nka íbi bikóreesho wabíguzěhe?	Nabíguz _e inó.
itára	Nka íri tára waríguzěhe?	Naríguz _e inó.
amatára	Nka áya matára wayáguzěhe?	Nayáguz _e inó.
isáandugú	Nka íyi sáandugú wayíguzěhe?	Nayíguz _e inó.
amasáandugú	Nka áya masáandugú wayáguzěhe?	Nayáguz _e inó.
uburiri	Nka úbu buriri wabúguzěhe?	Nabúguz _e inó.
amariri	Nka áya mariri wayáguzěhe?	Nayáguz _e inó.

Exercise 2. Use of participial form after /-abá/; placement of high tone with prefixes that consist of vowels vs. prefixes that begin with consonants.

inzõga	Urafís _e inzõga?	'Ni wab _a ' uyífise 'ni vyilizá.
umuceri	Urafís _e umuceri?	'Ni wab _a ' uwúfise 'ni vyilizá.
bó	Barafís _e umuceri?	'Ni baabá bawufise 'ni vyilizá.
imbõga	Barafís _e imbõga?	'Ni baabá bázifise 'ni vyilizá.
mweébwé	Murafís _e imbõga?	'Ni mwaabá múzifise 'ni vyilizá.
isúkaári	Murafís _e isúkaári?	'Ni mwaabá múyifise 'ni vyilizá.

wewé	Urafís _e wewé?	‘Ni wabá uyífise ‘ni vyilizá.
umúunyu	Urafís _e umúunyu?	‘Ni wabá uwúfise ‘ni vyilizá.
bó	Barafís _e umúunyu?	‘Ni baabá bawufise ‘ni vyilizá.
amáazi	Barafís _e amáazi?	‘Ni baabá báyafise ‘ni vyilizá.
mweebwé	Murafís _e amáazi?	‘Ni mwaabá múyafise ‘ni vyilizá.
uburiri	Murafís _e uburiri?	‘Ni mwaabá múbufise ‘ni vyilizá.

Exercise 3. Subject and object prefixes.

	‘Don’t you drink beer?’	‘I drink it.’
wewé	‘Ntuunyw _a ‘ inzõga?	Ndayínywa.
mweebwé	‘Ntimunyw _a ‘ inzõga?	Turayínywa.
wé	‘Ntaanyw _a ‘ inzõga?	Arayínywa.
bó	‘Ntibanyw _a ‘ inzõga?	Barayínywa.
uyu muúsi	‘Ntibaanyooy _e ‘ inzogá uyu muúsi?	Baayinyóoye.
wé (3 sg.)	‘Ntiyanyooy _e ‘ inzogá uyu muúsi?	Yaayinyóoye.
wewé	‘Ntiwanyooy _e ‘ inzogá uyu muúsi?	Naayinyóoye.
ejó	‘Ntiwanyóoy _e ‘ inzogá ejó?	Naráyinyóoye.
wé	‘Ntiyanyóoy _e ‘ inzogá ejó?	Yaráyinyóoye.
bó	‘Ntibaányooy _e ‘ inzogá ejó?	Bárayinyóoye.
[future]	‘Ntibazóonyw _a ‘ inzogá ejó?	Bazooyinywa.
wé	‘Ntazóonyw _a ‘ inzogá ejó?	Azooyinywa.
wewé	‘Ntuzóonyw _a ‘ inzogá ejó?	Nzõoyinywa.

Exercise 4. Random substitution.

Uyu \acute{n}_i umugeenzi waanje Mariyá.

This is my wife Maria.

Uyu \acute{n}_i umukoóbwa waanje Mariyá.

This is my daughter
Maria.

Uyu \acute{n}_i umukoóbwa wa mugeenzaanje.

This is the daughter of
my friend.

Twaajaanye n_a umukoóbwa wa
mugeenzaanje.

I/we went with my friend's
daughter.

Twaajaanye na umugõre náabána baa
mugeenzaanje.

We went with my friend's
wife and children.

Twaajaanye n_a ábaándi.

We went with the others.

Twaajaanye na daatabuja.

We went with the boss.

Uráazi daatabuja?

Do you know the boss?

Uráaz $_i$ umugeenzi waanje Mariyá?

Do you know my wife
Marie?

Uyu \acute{n}_i umugeenzi waanje Mariyá?

This is my wife Maria.

Exercise 5. Indicative /-zoo-/tense vs. relative /-zoo-/tense vs. subjunctive of the same verb.

Azooshika kuturaab $_a$ i muhíra.

He'll come to see us at
home.

Yohaán $_i$ avuze k' $_o$ azooshíka kuturaab $_a$
i muhíra.

John says he'll come to
visit us at home.

Vyooba vyilizá ng $_o$ ashiké kuturaab $_a$
i muhíra.

It would be nice if he
would visit us at home.

Bazooja kuroondera mu máangaziíni.	They'll go to look for [something] in the shops.
Yohaán ₁ avuze kó bazóójá kuroondera mu máangaziíni.	John says that...
Vyooba vyilizá ngo bajé kuroondera mu máangaziíni.	It would be nice if...
Bazoorer _a abáana néezá.	They'll raise the children well.
Yohaán ₁ avuze kó bazóórér _a abáana néezá.	John says that...
Vyooba vyilizá ngo barer _e abáana néezá.	It would be nice if...
Nzoosubirayó vubá.	I'll return there soon.
Yohaán ₁ avuze k'ó azóosúbirayó vubá.	John says that he'll return there soon.
Vyooba vyilizá ng _o asubíreyó vubá.	It would be nice if he would return there soon.
Tuzooja kutéembeera mur ₁ ' iyi miísi.	We are going to go take a trip during these [next few] days.
Yohaán ₁ avuze kó tuzoojá kutéembeera mur ₁ ' iyi miísi.	John says that...
Vyooba vyilizá ngo tujé kutéembeera mur ₁ ' iyi miísi.	It would be good if...

Nziiga caane mur _i ' iyi miísi.	I'm going to study hard in these [next few] days.
Yohaán _i avuze k' _o aziíga caane mur _i ' iyi miísi.	John said that...
Vyooba vyilizá ngo yiigé caane mur _i ' iyi miísi.	It would be good if...
Imvúr _a izoogw _a ejó.	It's going to rain tomorrow.
Yohaán _i avuze k' _o imvúr _a izóogw' _a ejo.	John says it's going to rain tomorrow.
Vyooba vyilizá ng _o igw' _e ejo.	It would be nice if it would rain tomorrow.

Exercise 6. Concord with a demonstrative and an adjective, but not with /arí/.

'This table, for instance, do you think it's nice?'

aya méezá	Nk _a áya méezá, ubon _a arí meezá?
aka kazi	Nk _a áka kazi, ubon _a arí keezá?
aha haantu	Nk _a áha haantu, ubon _a arí heezá?
i Bujuumbura	Nk _a í Bujuumbura, ubon _a arí heezá?
iri iseéngé ry _a ínzovu	Nk _a ír _i iseéngé ry _a ínzovu, ubon _a arí ryilizá?
izi nyégamo	Nk _a ízi nyégamo, ubon _a arí nziizá?
amasáka	Nk _a ámasaká, ubon _a arí meezá?

inzõga	Nk _a ínzogá, ubon _a arí nziíza?
indeége	Nk _a índeége, ubon _a arí nziíza?
inó	Nk _a ínó, ubon _a arí heezá?

Exercise 7. 'Future' vs. 'future perfect'.

'We'll see one another later.'
'We'll be seeing ('will be we-having-seen') one another.'

kubónana	Tuzoobonana.	Tuzooba túbonana.
kujaana	Tuzoojaana.	Tuzooba tújaana.
gukóra	Tuzookorana.	Tuzooba dúkorana.
kubáana	Tuzoobaana.	Tuzooba túbaana.

'We will live together.'
'[At that time] we will be living together.'

kurima	Tuzoorima mu myóonga.	Tuzooba túrima mu myóonga.
gutéembeerá	Tuzooteembeerá.	Tuzooba dúteembeerá.
gushika	Tuzooshika.	Tuzooba dúshitse.
guhéza	Tuzoohez _a ako kazi.	Tuzooba dúhejeje ako kazi.
kugeenda	Tuzoogeenda.	Tuzooba túgiye. (twáagiye)
kuryá	Tuzoorya.	Tuzooba túriye.
kwóoza	Tuzookwooz _a amasáhaáni.	Tuzooba twóogeje amasáhaáni.
gushúusha	Tozooshuush _a amáazi.	Tuzooba túshuuhije amáazi. ('we will be boiling water') Tuzooba twáashúuhije amáazi. ('we will have boiled the water, but it may no longer be hot')

In the next to last line of the above exercise, the /zoo/ form of /kwóoza/ should, according to the rules, be /tuzooza/, but this is identical in form with the same form of /-za/, meaning 'we will come'. For this reason, many speakers of the language employ the form /tuzookwooza/ in place of /tuzooza/ when the verb is /-óza/.

Exercise 8. Indicative vs. autonomous forms of the /zoo/ tense.

	'They'll come.'	'Those who will come are few.'
	Bazooza.	Abazóozá 'si beénshi.
kugeenda	Bazoogeenda.	Abazóogéenda 'si beénshi.
kwaandur _a iyo ngwáara	Bazaandur _a iyo ngwáara.	Abazáandur _a iyo ngwáara 'si beénshi.
kwúumva	Bazuumva.	Abazúumva 'si beénshi.
kwaambara	Bazaambara.	Abazáambara 'si beénshi.
kudúuga	Bazooduuga.	Abazóodúuga 'si beénshi.
gufásha	Bazoofasha.	Abazóofásha 'si beénshi.
kugaruka	Bazoogaruka.	Abazóogáruka 'si beénshi.
kumuhema	Bazoomuhema.	Abazóomuhéma 'si beénshi.
kubábarira	Bazoobabarira.	Abazóobabáririra 'si beénshi.
gukina	Bazookina.	Abazóókína 'si beénshi.
kuréengaana	Bazooreengaana.	Abazóoréengaana 'si beénshi.

Practice conversations.

1. A conversation in which A invites B. B asks whether he can bring his family. A says he didn't know B was married. B says he has been married for two years. A asks if they have children. B says they have a little boy. A says bring them along, etc.

2. A conversation in which A invites B. B says he can come if he doesn't have to work that day. A asks when B will know for sure. B says he will let him know Friday.

3. B tells C about his visit to A's home. [Use the content of the basic dialogue for this.]

Free conversation.

1. Invite a friend to visit you. Make necessary arrangements concerning time, and give him clear directions for finding your place.

2. You have just bought a souvenir of Burundi, and discuss its merits with a friend.

UNIT 26

BASIC DIALOGUE [The student should try to use the first version of the dialogue, imitating and later reading aloud. He should then write the tone marks, checking by reference to the second version 1. (pp.414-5).]

- 1A N_i amaki ga ntuu? What's the matter?
 -pfáana (-pfáanye) to belong to the same kin group
 [cf. -pfá (-pfúuye)] to die
- 2B Ntubona k_o umuduga Don't you see that the car died on me?
 wampfaanye?
- 3A Haapfuuy_e iki nkagufasha? [Tell me] what part is out of order ('has died') and I'll help you.
- 4B Amaazi yaamperanye. It's out of water. ('The water has become exhausted for me.')
- búra (-búze) to miss, lack
 umuhana (3, 4) the area around a dwelling
- 5A Ukabur_a amaaz_i uri mu And you lack water, [even though] you [are] in a mihana? village?
- 6B Noogira nte ko bataanzi? What should I do [since] (that) I am not known ('they don't know me')?
 -saba (-savye) to ask
- 7A Hiinga nje kuyagusabira. Let me go and ask for it on your behalf.
- 8B Ntabaara mugeenzi Help me, my friend.
 waanje.

	-akiira (-akiiriye)	to take from someone
9B	Akir _a usukemwo.	Take it and pour it in.
10A	Urakoze caane.	Thank you very much.
	-kíra (-kíze)	to recover from illness
	-ca plus partici- pial verb	to do right away
11B	Noon _e ub _u iciiy _e ikira? ime (or: /me/)	Is it all right now? yes
	-unguruza (-unguruje)	to give a lift
12A	Ime. Urora heehe nkakwuunguruza?	Yes. Where are you going, and I'll give you a lift.
13B	Wew _e urora heehe?	Where are <u>you</u> going?
14A	Ndoy _e i Muraamvya. -geza (-gejeje)	I'm on the way to Muramvya. to cause to arrive
15B	Ntabaar _a ungeze mu Bukeeye. -ínjira (-ínjiye)	[Would you] please drop me off at Bukeye? to come in to
16A	Injira tugeende.	Get in [and] let's go.
2.		
	-néezerwa (-néezerewe)	to be pleased
17C	K _o utaneezerewe n ₁ amaki?	What's the matter that you are unhappy?

- 18D Isaans_i iraaamperanye mu muduga, My car is out of gas. (‘The gasoline has run out on me in the car.’)
- 19C Ntuma nze (or: nje) kuyikugurira. Send me to buy some for you.
iriritiro (9, 10 or 6) liter
or: iriritiro
- 20D Iriitir_o imwe n_i amaher_a angaahe? How much is one liter?
- 21C N_i amaher_a indwi gusa. It’s only seven francs.
-íhuuta (-íhuuse) to hurry
- 22D Ihuute unzanir_e iriritiro (or: amariritiro) cumi. Go and get me ten liters.
- 23D Wataanz_e amahera angaahe? How much did you pay?
- 24C Ni miroong_o indwi gusa. Only 70 francs.
impéembo (9, 10) salary, wage, tip, reward
- 25D Miroong_o itatu ni impeembo yaawe. Keep the change. (‘Thirty is your tip.’)
- jehó concerning me
-áanka (-áanse) to refuse
- 26E Jeh_o umudug_a uraanyaankiye. My car won’t work.

- Ntiwoontabaara? Would you help me?
- 22F Ngutabaaz_e iki? How (‘with what’) can I
help you?
- kíriza (-kírije) to cure for
 [applicative of
 /-kíza/ ‘to cure’]
- 28E Uraabe ko wooshobora See if you can fix it for me.
kuwuunkiriza.
- 29F Reka ngeze mugabo Let me try, but I myself
naanje ntavyo nzi. don’t know [much about] it.
erega also [here, an expression
 of surprise]
- 30E Erega birakuunze. Well! There it goes at
 last! (‘It has just be-
 come able.’)
- 31F N_i aho ngeza kaandi That’s all I can do, and I
ngira ng_o urashik_a hope you will arrive
amahoro. safely.
agashíruka búte (12) fee, tip
- 32E Urakoze caane. Noone Thank you very much. And
nguh_a iki ku what can I give you (as a
gashirukabute? fee)?
- 33F Oya ntaaco. Naanj_e No, nothing. You’ll do the
uzoontabaara ni same for me if you find me
wasaang_a aho in the same fix.
biinyaankiriye.

34E Urakoze caane. Tura- Thank you very much. See
bonanye. you later.

akagáruka (12) a returning

35F N₁ akagaruka. Hurry back!

1A N₁ amakí ga ntuú?

2B Ntuboná k' umudúga wampfaánye?

3A Haapfuuy_e ikí nkagúfasha?

4B Amáazi yaampéranye.

5A Ukabur_a amáaz₁ urí mu mihana?

6B Noogirá nte kó bataanzí?

7A Hiingá njé kuyágusábira.

8B Ntabaara mugéenzi waanje.

9B Akiir_a usúkemwó.

10A Urakóze caane.

11B Noon_e ub_u iciiy_e ikíra?

12A Ime. Urora héhé nkakwuunguruza?

13B Wew_e urora héhé?

14A Ndoy_e i Muraamvya.

15B Ntabaar_a ungezé mu Bukéeye.

16A Injira tugeendé.

17C K' utaneezérewé 'n₁ amáki?

18D Isaáns₁ iraámperanye mu mudúga.

- 19C Ntuma nzé (or: njé) kuyíkugúrira.
- 20D Iriitír_o imwé n_i amaher_a angáahé?
- 21C N_i amaher_a indwi gusa.
- 22D Ihuute unzanír_e iriitíro (or: amaritiro) cúmi.
- 23D Wataanz_e amaher_a angáahé?
- 24C Ni miroong_o indwi gusa.
- 25D Miroong_o itatu 'ni impéembo yaawe.
- 26E Jeh' umudúg_a uraányaankiye. 'Ntiwoontabaara?
- 27F Ndagutabáaz_e ikí?
- 28E Uraabé kó wooshobóra kuwúunkíriza.
- 29F Reka ngezé mugábo naánje 'ntavyo nzí.
- 30E Erega birakúunze.
- 31F N_i aho ngezá kaáandi ngira ng_o urashik_a amahóro.
- 32E Urakóze caane. Nooné nguh_a ikí ku gashírukabúte?
- 33F Oya ntáacó. Naánj_e uzoontabaara 'ni wasaang'_a ahó
biinyaankíriye.
- 34E Urakóze caane. Turabónanye.
- 35F N_i akagáruka.

1. A special use of the verbal extension /-an-/.

In Unit 22, Note 4 , the verbal extension /-an-/ was described as adding a meaning of reciprocity or mutuality to a verb stem of which it forms a part. That statement does not hold true for the element /-an-/ in these sentences, taken from

the dialogue for this unit:

Ntuboná k' umudúga wampfaánye?

Don't you see that
the car has died
on me?

[cf. /-pfá/ 'to die']

Amáazi yaampéranje.

The water is all
gone, [and this
has had an effect
on me].

[cf. /-héra/ 'to come to an end']

Isaánsi iraámperanje mu mudúga.

My car is out of
gas.

All of these verbs that contain /-an-/ also include an object prefix. In this respect, and with respect to their translation meanings, these verbs are strongly reminiscent of the stems that include the applicative extension (Unit 22, Note 3). As a matter of fact, informal usage (at least for some speakers) allows the use of /-héréra/ in place of /-hérana/ in the above examples.

The same is not true for /-pfáana/ and /-pfíira/. The latter is used in such contexts as discussions of Christian theology, corresponding to English 'to die for or on behalf of.'
[For practice with /-an-/ used in this way, see Exercises 1 and 2.]

2. The vocative use of nouns.

The dialogue contains the sentence:

Ntabaara mugéenzi waanje.

'Help me, my
friend!'

The word /mugéenzi/ has no initial vowel. It does have a high tone on the first mora of the stem. In both these ways it differs

from the citation form /umugeenzi/. It has this form when it is used 'vocatively', that is to say, when it is used to name the person being spoken to.

The following are some pairs of citation and vocative forms of some nouns that are commonly used in this way:

umwiígiisha	mwiígiisha
umukoóbwa	mukoóbwa
umuhuúngu	muhuúngu

These three nouns have, in the first stem syllable, a long vowel with high tone on the second mora. The vocative is just like the citation form except for the absence of an initial vowel. These next three nouns do not have, in the first stem syllable of the citation form, a long syllable with high tone on the second mora:

umugeenzi	mugéenzi
daatabuja	daátabuja
umwáana	mwaána

For these nouns, the vocative differs tonally from the citation form.

A noun that lacks an initial vowel even in the citation form, thus makes possible a pair of sentences which differ only in tone:

Ntabaara daatá.	I help my father.
Ntabaara daáta.	Help me, father. [/daáta/ in this sense may be said not only to one's own father, but to any grown man.]

3. The construction in which a question is followed by a verb that includes the subsecutive prefix /-ka-/.

Both of these sentences contain the subsecutive /-ka-/:

Haapfuuy _e ikí nkagúfasha?	What is out of order, and I'll help you.
---------------------------------------	------------------------------------------

Uroora héehé nkakwuunguruza?	Where are you going, and I'll give you a lift.
------------------------------	------------------------------------------------

Each of these sentences may be compared with a pair of simpler sentences:

Haapfuuy _e ikí?	What is out of order?
Ndagúfasha.	I['ll] help you.

Uroora héehé?	Where are you headed?
Ndakwuunguruza.	I'll give you a lift.

[For practice with this use of /-ka-/, and for additional examples, see Exercise 9.]

4. The extensions in the stem /-kíriza/.

The dialogue contains the sentence:

Noon' _e ub _u iciiy _e ikíra?	Is it all right now?
--------------------------------------------------------------	----------------------

Not illustrated in the dialogue is the stem:

-kíza	to cure (i.e. cause to recover or become all right)
-------	-----------------------------------------------------

This is, of course, analyzable as containing the root /-kir-/,

with the causative extension being represented by the presence of /-z-/ instead of /-r-/ at the end of the root. The stem with both the causative and applicative stems is /-kíriza/ and not */-kizira/, as illustrated in the sentence:

Uraabé kó wooshobóra kuwúunkíriza. See if you can
fix it for me.

5. Forms that contain two object prefixes.

The infinitive in this sentence contains two object prefixes:

Ntuma nzé (or: njé) kuyíkugúrira Send me (that I
may go) to buy
it for you.

The first of the two prefixes (/ -yi/) stands for /isaánsi/, which would be the direct object of the verb, while the second prefix (/ -ku-) stands for the second person singular indirect object. In the infinitive, for both high and low verbs, the first prefix has high tone, and the first syllable of the stem has high tone. [For practice with infinitives that contain two object prefixes, see Exercise 5.]

Immediate disjunct indicative forms follow the same tonal rule:

Ndakíkugúrira. (/ -gura/, a low verb)	I[!11] buy it for you.
Ndakíkufátira. (/ -fáta/, a high verb)	I[!11] get it for you.

The negative conditional has no high tone in these forms:

’Ntiwookimfatira. Please get it for me.

A hodiernal form is:

Naakigúfatiye.

I got it for you
[today].

A hesternal form is:

Narákigúfatiye.

I got it for you
[before today.]

[The student may want to explore for himself the tonal patterns used when two object prefixes are used with some of the verb forms that are not covered by these few examples.]

Exercise 1. Indicative vs. autonomous forms. Variation of subject prefix and object prefix.

	'The car has died on me.'	'Where is the one that died on you?'
	Umudúga waampfáanye.	Uwugúpfaany _e urĩhe?
wé	Umudúga waamupfáanye.	Uwumúpfaany _e urĩhe?
imáshiíni	Imáshiíni yaamupfáanye.	Iyimúpfaany _e irĩhe?
jeewé	Imáshiíni yaampfáanye.	Iyigúpfaany _e irĩhe?
ipikipiki	Ipikipiki yaampfáanye.	Iyigúpfaany _e irĩhe?
wé	Ipikipiki yaamupfáanye.	Iyimúpfaany _e irĩhe?
uburáangaangwé	Urubáangaangwé rwaa- mupfáanye.	Urumúpfaany _e rurĩhe?
jeewé	Urubáangaangwé rwaa- mpfáanye.	Urugúpfaany _e rurĩhe?
ikáraámu	Ikáraámu (r)yaampfáanye.	Iyi-/Irigúpfaany _e (r)irĩhe?

wé	Ikáraámu (r)yaamupfáanye.	Iyi-/Irimúpfaany _e (r)irĩhe?
imbõga	Imbogá zaamupfáanye.	Izimúpfaany _e zirĩhe?
jeewé	Imbogá zaampfaáanye.	Izigúpfaany _e zirĩhe?
imirĩma	Imirimá yaampfáanye.	Iyigúpfaany _e irĩhe?
wé	Imirimá yaamupfáanye.	Iyimúpfaany _e irĩhe?

Exercise 2. Use of /-an-/ in its applicative function; concord between sentences.

	'I'm out of water.'	'That [i.e. water] is what I need.'
amáazi	Amáazi yaampéranye.	Niyó nkenéye.
isáansi	Isáansi yaampéranye.	Niyó nkenéye.
umúunyu	Umúunyu waampéranye.	Niwó nkenéye.
isúkaári	Isúkaári yaampéranye.	Niyó nkenéye.
umuceri	Umuceri waampéranye.	Niwó nkenéye.
amahoonda	Amahoonda yaampéranye.	Niyó nkenéye.
ubũro	Uburó bwaampéranye.	Nibwó nkenéye.
isábuné	Isábuné yaampéranye.	Niyó nkenéye.
amakára	Amakára yaampéranye.	Niyó nkenéye.
ivyaámwa	Ivyaámwa vyaampéranye.	Nivyó nkenéye.
indĩmu	Indimú zaampéranye.	Nizó nkenéye.
amăgi	Amagí yaampéranye.	Niyó nkenéye.
inzõga	Inzogá yaampéranye.	Niyó nkenéye.

amavúta	Amavúta yaampéranje.	Niyó nkenéye.
ibitooke	Ibitooke vyaampéranje.	Nivyó nkenéye.
umwaánya	Umwaánya waampéranje.	Niwó nkenéye.

Exercise 3. The construction of Sentence 5, contrasted with a semantically related why-question.

	‘How can you lack water, and you in an inhabited area?!’	‘Why do you lack water?’
wewé	Ukabur _a amáazi urí mu mihana!	Ni kukí ubuz _e amáazi?
jeewé	Nkabur _a amáazi ndí mu mihana!	Ni kukí mbuz _e amáazi?
wé	Akabura amáazi arí mu mihana!	Ni kukí abuz _e amáazi?
twéebwé	Tukabura amáazi túri mu mihana!	Ni kukí tubuz _e amáazi?
mweebwé	Mukabura amáazi múri mu mihana!	Ni kukí mubuz _e amáazi?
bó	Bakabura amáazi bári mu mihana!	Ni kukí babuz _e amáazi?

Exercise 4. ‘What should I do, seeing that...?’

Ntibaanzí.	Noogiraánte kó bataanzí?	They don’t know me.
		What shall I do, [since] they don’t know me?
Simfis _e amafaraanga.	Noogiraánte kó ntafis _e amafaraanga?	I don’t have money.
Sindavyuúmvise.	Noogiraánte kó ntavyuúmvise?	I didn’t get (hear, understand) it [just now].

Ntibaráabiínsiguurira.	They haven't explained it to me.
Noogiraánte kó bataráabiínsiguurira?	
Siinzí kwóoga.	I don't know how to swim.
Noogiraánte kó ntaazí kwóoga?	
Sinkoméye.	I'm not well.
Noogiraánte kó ntakoméye?	
Sindáahéza.	I haven't finished yet.
Noogiraánte kó ntáraahéza?	
Ndiicaye.	I'm seated.
Noogiraánte kó niicáye?	
Ndagarutse.	I'm back.
Noogiraánte kó ngarútse?	
Ndiibagiye.	I've forgotten.
Noogiraánte kó niibágiye?	
Baángabiy _e imbwá.	They've presented me with a dog.
Noogiraánte kó baangabíy _e imbwá?	
Baraangaya.	People aren't glad to see me doing this.
Noogiraánte kó baangáya?	

Exercise 5. Variation of both object prefixes in a single word.

	'Water is what I want.'	'Let me go and ask for some for you.'
amáazi	Amáazi 'niyó nshaaká.	Hiinga njé kuyá <u>g</u> usábira.
wé	Amáazi 'niy'ashaaká.	Hiinga njé kuyá <u>m</u> usábira.
isáansi	Isáansi 'niy'ashaaká.	Hiinga njé kuyí <u>m</u> usábira.
tweebwé	Isáansi 'niyó dushaaká.	Hiinga njé kuyí <u>b</u> asábira.
impaapuro	Impaapuro 'nizó dushaaká.	Hiinga njé kuzí <u>b</u> asábira.
bó	Impaapuro 'nizó bashaaká.	Hiinga njé kuzí <u>b</u> asábira.
amavúta	Amavúta 'niyó bashaaká.	Hiinga njé kuyá <u>b</u> asábira.
jeewé	Amavúta 'niyó nshaaká.	Hiinga njé kuyá <u>g</u> usábira.
iraángi	Iraángi 'niryó nshaaká.	Hiinga njé kurí <u>g</u> usábira.
wé	Iraángi 'niry'ashaaká.	Hiinga njé kurí <u>m</u> usábira.
inyama	Inyama 'niz'ashaaká.	Hiinga njé kuzí <u>m</u> usábira.
igipfúundikizo	Igipfúundikizo 'nic' ashaaká.	Hiinga njé kukí <u>m</u> usábira.
tweebwé	Igipfúundikizo 'nicó dushaaká.	Hiinga njé kukí <u>b</u> asábira.
ibiceri	Ibiceri 'nivyó dushaaká.	Hiinga njé kubí <u>b</u> asábira.

bó	Ibiceri 'nivyó bashaaká.	Hiinga njé kubíbasábira.
amáazi	Amáazi 'niyó bashaaká.	Hiinga njé kuyábasábira.
jeewé	Amáazi 'niyó nshaaká.	Hiinga njé kuyágusábira.

Exercise 6. The construction of Sentence 17.

'What's the matter that you're not happy?'

kunéezeerwa	K' utaneezérewé 'n _i amáki?
kwíihuuta	K' utiihúuse 'n _i amáki?
kwíiruka	K' utiirútse 'n _i amáki?
kwiicara	K' utiicáye 'n _i amáki?
kuryáama	K' utaryaamyé 'n _i amáki?
kugaruka	K' utagarútse 'n _i amáki?
kutávuga (neg. of /-vúga/)	K' utavuzé 'n _i amáki?
kuvyúuka	K' utavyuutsé kare 'n _i amáki?

Exercise 7. /na-/ with various persons and numbers.

'They helped him.'

'And they'll help me too.'

jeewé	Baáramutábaaye.	Naánje bazoontabaara.
kubóna	Baáramubóonye.	Naánje bazoombona.
wewé	Baáramubóonye.	Naáwe bazookubona.
gufásha	Baáramufáshije.	Naáwe bazoogufasha.

wé	Baáramufáshije.	Nawé bazoomufasha.
kugaya	Baáramugáye.	Nawé bazoomugaya.
tweebwé	Baáramugáye.	Naátwe bazootugaya.
kuramutsa	Baáramurámukije.	Naátwe bazooturamutsa.
mweebwé	Baáramurámukije.	Naámwe bazoobaramutsa.
kutabaara	Baáramutábaaye.	Naámwe bazoobatabaara.

Exercise 8. Random substitution based on Sentence 3.

Haapfuuy_e ikí nkagúfasha?

What has happened (‘what died’) and I’ll help you?

Ukeney_e ikí nkagúfasha?

What do you need, and I’ll help you?

Ukeney_e ikí nkamúbaza?

What do you need, and I’ll ask him?

Uráaz_i iy’_o aajá nkamúbaza?

Do you know where he’s going, [and if not] I’ll ask him.

Uráaz_i ah’_o aabá nkamwaandikira?

Do you know where he lives, and I’ll write him.

Ntiwoomp_a impaapuro nkamwaandikira?

Please give me some paper and I’ll write to him.

Mfat_a urupaapuro nkamwaandikira.

I’ll take a piece of paper and write to him.

Mfat_a urupaapuro nkaandik_a ikeéte.

I’ll take a piece of paper and write a letter.

Exercise 9. Use of a /-ka-/ form after a question.

Ashaak_a ikí?

What does he want?

Ndakímweéreka.

I will show it to him.

Ashaak_a ikí nkakímweéreka?

What does he want, and I'll show it to him?

Ugiyěhe?

Where are you going?

Turakujaanāyo.

We will give you a lift.

Ugiyehé tukajaana?

Where are you going, and we'll go together.

Yasavy_e ikí?

What did he ask for?

Ndakímuhá.

I'll give it to him.

Yasavy_e ikí nkamúha?

What did he ask for, and I'll give it to him?

Yaciyěhe?

Where did he pass by?

Ndamúkurikira.

I'll follow him.

Yaciyehé nkamúkurikira?

Where did he pass by, so I can follow him?

Ashaak_a ikí?

What does he want?

Ndakímugúrira.

I'll bring it for him.

Ashaak_a ikí nkakímugúrira?

What does he want, and I'll buy it for him?

Agwaay_e ikí?

What sickness has he contracted?

Ndamuvuura.

I'll cure him.

Agwaay_e ikí nkamuvuura?

What has he got, and I'll cure him?

[From this point on, students and instructor should devise their own practice conversations, by recombining vocabulary and grammatical structures that are already familiar. It is suggested that good first lines for these conversations would be 1, 12, 17, 26, or variations on these lines.]

UNIT 27

BASIC SENTENCES

- | | | |
|----|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | intwáaro (9, 10) | government |
| 1. | Intwaaro y _a Uburuundi. | The government of Burundi. |
| | umutwé (3, 4) | head |
| | -gaba (-gavye) | to administer |
| | umwaámi (1, 2) | king |
| 2. | Umutwe w _a abagab _a
igihugu c _a Uburuundi
n _i umwaami. | The head of those who govern
the country of Burundi is
the king. |
| | -haangaama (-haangaamyé) | to ascend the throne |
| 3. | Ubu hahaangaamyé Mwaambutsa
wa kane. | Now Mwambutsa IV is on the
throne. |
| 4. | Umwaami akurikirwa na
baa'ministres'. | The king is followed by
ministers. |
| | -shiinga (-shiinze) | to put a stick in the
ground, to put in shape |
| | -tégeka (-tégetse) | to make/enforce laws |
| | ubugavyi (14) | government |
| | ubutúunzi (14) | economy |
| 5. | Hari 'ministre' wa
ambere, na abaandi
baashiinzwe gutegek _a
ibikorwa mu gihugu: | There is the prime minister,
and others who are put in
charge of running [various]
activities in the country:
the administration of in-
ternal affairs ('of those who
live in the country'), |

- ubugavyi n_a ubutegetsí education, economy, and
 bw_a ababa mu gihugu, other [things].
 indero, ubutuunzi, n_a
 ibiindi.
- umushíingamăteeká legislator
 (1, 2)
6. Hari n_a abashiingamateeka. There are also legislators.
 -íitegereza (-íitegereje) to watch, supervise
 itéeká (5, 6) law
7. Abo reero biitegerez_a And they supervise/enforce
 amateek_a akoreeshwa the laws which are in force
 mu Buruundi, bagashiinga in Burundi, and they es-
 n_a amateg_aeko mashaasha. tablish new laws.
8. Baa 'ministres' batoorwa The ministers are chosen by
 n_a umwaami. the king.
9. Abashiingamateeka The legislators are chosen
 batoorwa n_a igihugu. by the populace.
 -gabanya (-gabanije) to divide
10. Igihugu kigabanijwe mu The country is divided into
 ma 'provinces'. provinces.
11. Ama 'provinces' ateg_akwa The provinces are governed by
 na baa 'gouverneurs'. governors.
12. Ama 'provinces' agabanijwe The provinces are divided
 murí za 'arrondissements', into arrondissements,
 which are governed by

- | | |
|----------------------------------|------------------------------|
| zitegekwa na | administrators. |
| ba'administrateurs'. | |
| 13. (Za)'Arrondissements' | The arrondissements are |
| zigabanijwemwo zaa- | divided into communes. |
| 'communes'. | |
| intaáhe (9, 10) | judgment, oath |
| 14. 'Communes' zitegekwa na | The communes are governed |
| baa'bourgmestres', | by mayors and the elders |
| n _a abashiingantaaha | of the commune. |
| baa'commune'. | |
| abadásigáana (1, 2) | [name of a political |
| | party] ('those who never |
| | are in discord') |
| umugaambwe (3, 4) | political parties |
| 15. Mu Buruundi har _i | In Burundi there are two |
| imigaambwe minin _i | large parties: the |
| ibiri: Abadasigaana | Abadásigáana (or UPRONA), |
| aribo UPRONA na | and the Front Commun. |
| 'Front Commun.' | |
| ubutégetsi (14) | power |
| iminwe (4) | hand, hands |
| 16. Ubutegetsi buri mu | The power is in the hands of |
| minwe ya UPRONA. | UPRONA. |

17. Umwaami ntashobora kugir_a umugaambwe. The king cannot belong to a party.
18. Mu mategeko ntashobora no kugir_a umugaambwe yeerekana k_o akuunze kurut_a uwuundi. itóora (5, 6) election -héruuka (-héruutse) -tsíinda (-tsíinze) to win intébe (9, 10) seat uwutwáara (1, 2) one who governs
19. Mw iitoora riheruuka umugaambwe wiitwa UPRONA niwo watsiinze. kubwá according to
20. Kubwí_a itegeko ryaashiinzwe n_a abashingamateeka iriindi toora rizoohora rikorwa nkí_a imyaak_a itaan_u itaan_u iheze. According to the law passed by the legislature, new elections will be held every five years.

1. Intwáaro y_a Úburuúndi.
2. Umutwé w_a ábagáb_a igihúgu c_a Úburuúndi 'n_i umwaámi.
3. Ubu hahaangaamyé Mwaambutsa wa káne.
4. Umwaámi akurikirwa na baá'ministres'.
5. Hari 'ministre' wa ambere, n_a ábaáandi baáshinzwe gutégek_a ibikórwá mu gihúgu: ubugavyi n_a úbutégetsí bw_a ábabá mu gihúgu, indero, ubutúunzi, n_a íbiíndi.
6. Hari n_a ábashíngamăteeká.
7. Abo reeró biitegerez_a amatéek' akoréeshwa mu Buruúndi, bagashiinga n_a ámatégeko mashaásha.
8. Baa'ministres' batoorwa n_a úmwaámi.
9. Abashíngamăteeká batoorwa n_a ígihúgu.
10. Igihúgu kigabanijwe mu ma'provinces.'
11. Ama'provinces' ategekwa nabaa'gouverneurs'.
12. Ama'provinces' agabanijwe murí za'arrondissements', zitegekwa na ba'administrateurs.'
13. (Za)'Arrondissements' zigabanijwemwó zaa'communes.'
14. 'Communes' zitegekwa na baa'bourgmestres', n_a ábashíngantaáhe baa'commune'.
15. Mu Buruúndi har_i imigaambwe miní n_i ibiri: Abadásigáana ariyo UPRONA na 'Front Commun.'
16. Ubutégetsí buri mu minwe ya UPRONA.
17. Umwaámi 'ntashobóra kugir_a umugaambwe.

18. Mu matégekó 'ntashobóra nó kugir_a umugaambwe yeerékana k'ó
akuunzé kurut_a uwuúndi.
19. Mw iitóora riherúuka umugaambwe wiiwá UPRONA 'niwó watsíinze.
20. Kubw_a iitégekó ryaáshiinzwe n_a ábashiingamáteeká iriíndi
tóora rizoohora ríkorwa nk'í_a imyáak_a itaan_u ítaan_u ihéze.

1. Method of pluralizing unassimilated French nouns.

Compare the singular and plural forms of these nouns, none of which has been completely assimilated into the pronunciation system of the language.

umu'gouverneur'	baa'gouverneur'
umu 'administrateur'	ba'administrateur'
umu'bourgmestre'	baa'bourgmestre'
umu'ministre'	baa'ministre'

In the singular of the above Class 1 nouns, the regular prefix /umu-/ is used. The plural /baa-/ has no initial vowel, and the vowel that it has is long.

i'Commune'	(9)	{	zaa'communes'	(10)
			ama'communes'	(6)
i'province'	(9)	{	zaa'provinces'	(10)
			ama'provinces'	(6)
'arrondissement'	(9)	{	za'arrondissements'	(10)
			ama'arrondissements'	(6)

These three examples are nouns that do not stand for persons. Those which in French begin with a consonant have initial /i-/ and are in Class 9. The last example, which begins with a vowel in French, has no prefix of any kind in the singular. The plurals of all these non-personal nouns are in either of the classes 6 or 10.

2. Passive stems.

Compare these pairs of sentences:

Baa'ministres' batorwa n_a úmwaámi.

The ministers are chosen by the king.

Umwaám₁ atoorá baa'ministres'.

The king chooses the ministers.

Akoreesh_a ibitabo vyíínshi.

He uses many books.

Ibitabo bikoréeshwa 'ni vyíínshi.

The books that are used are many.

In these two pairs of sentences, the difference between active and passive verb stems is marked by the presence or absence of the extension /-w-/, which is found after the other extensions (if any), right before the final vowel. This represents the most common way of forming passives, but there are a number of exceptions.

Active

-há 'give'

but

Passive

-háabwa 'be given'

with perfect stems:

-háaye

-háawe

-cá 'pass by, cut etc.'

-cíibwa

-cíiye

-cíiwe

-ryá 'eat'

-ríibwa

-ríiye

-ríiwe

It will be noted that these monosyllabic verbs conform to a little pattern of their own.

3. The construction 'every___years' (e. g. Stc. 20).

Itóora rikorwa haanyuma y_a ímyaák_a itaan_u íítaanu.

'Elections are held every five years.'

Nja kw iisokó mu miísi itat_u íítatu.

'I go to the market every three days.'

The length of an interval is expressed by reduplication of the appropriate numeral, as in the above examples. Note that the first vowel of the second half has high tone. Note also that an initial vowel is present with both halves of the reduplication,

and that the last vowel of the first half is assimilated to the quality of the initial vowel of the second half; the two vowels may be contracted. That is to say:

itatu ítatu

is pronounced: [itatiítatu]

or: [itatítatu]

4. A use of /na/ which does not correspond to English 'have', 'with' or 'and'.

Har ₁ abashíingamăteeká.	There are legislators.
Hari n _a ábashíingamăteeká.	There are also legislators.
Ntashobóra nó kugir _a umugaambwe yeerékana k'akuunzé kurut _a uwuúndi.	He [the king] can't even show preference for one party over another.
Siinzí kuvúg _a Igifáraánsa.	I don't know how to speak French.
Siinzí nó kugisoma.	I don't even know how to read it.

In the above sentences, /na/ does not stand between two nouns. For this reason, it cannot be translated by English 'and'. A more appropriate translation is 'also' or 'even.'

5. Two alternate ways of using Class 18.

Compare Sentences 12, 13 of the basic dialogue:

Ama'provinces' agabanijwe muri' za'arrondissements.'

The provinces are divided into arrondissements.

Za'arrondissements' zigabanijwemwo' zaa'communes'.

Za'arrondissements' zigabanijwe muri' zaa'communes'.

The arrondissements are divided into communes.

The interchangeability of /muri'/ and /-mwo/ which appears in the above pairs of sentences is not permissible in most situations where /muri'/ is used:

{	Afis _e amafaraanga mur _i ' ibaánki.	He has money in the bank.
	Afis _e amafaraanga mw iibaánki.	

But not: *Afis_e amafaraangámwo ibaánki.

Akora muri' baánki.	He works in a bank.
---------------------	------------------------

But not: *Akorámwo ibaánki.

Exercise 1. Active vs. passive stems.

Umwaámi yatóoye baa'ministres'.	The king chose the ministers.
---------------------------------	----------------------------------

Baa'ministres' baátoowe n _a úmwaámi.	The ministers were chosen by the king.
-------------------------------------------------	----------------------------------------------

Antoóni yabívy_e amasak'á_a ejó.

Antoine sowed sorghum yesterday.

Amasaká yabíbwe na Antoóni.

The sorghum was sown by Antoine.

Tuzoogurir_a ipaámp_a i Bujumbura.

We will sell the cotton in Bujumbura.

Ipaámpa rizoogurirwáhe?

Where will the cotton be sold?

Yohaáni yaríinz_e ibiro.

John guarded the office.

Ibiri vyaáriinzwe na Yóhaáni.

The office was guarded by John.

Intózi zaándiyy_e ejó.

Some ants bit me yesterday.

Naríiwe n_a íntóz_i ejó.

I was bitten by ants yesterday.

Exercise 2. /na/ used between nouns vs. its use when it does not stand between nouns.

'There are white ants in the Congo.'

'There are also army ants.'

'There are white ants and army ants in the Congo.'

Harih'ó umuswá i Koóngo.

Harího n_a íntózi.

Harih'ó umuswá n_a íntóz_i i Koóngo.

Mu rúuzi harimw_o' ingoona.

Harímwo n_a ímvúbu.

Harimw_o' ingoona n_a ímvúbu.

[Make up similar sets of sentences using: /intáre/ and /ingwe/;
/urunyegeri/ and /umuswá/; /inzúuzi/ and /imisézi/, /imyóonga/.]

Exercise 3. Regular intervals of time.

Agaruka mu mayíng_a abiri.

He returns every two weeks.

Agaruka mu mayíng_a abir_i aábiri.

He returns [regularly] every two weeks.

Antuma kuu poosita mu masah_a' atat_u
aátatu.

He sends me to the post office every three hours.

[The student should construct sentences similar to these, in which he tells how often he does certain things, or how often certain events take place.]

Exercise 4. Sentences using /-héruuka/

Yar_i' arwaaye mu miís_i iherúuka y_a
úkwéezi guhezé.

He was ill during the
last days of last
month.

Twaáratéembereye mw iyiínga
riherúuka ry_a úkwéezi guhezé.

We travelled around
during the last week
of last month.

Amafaraang_a aradúherera ku muús_i
uherúuk_a ukwéezi.

We ran out of money on
the last day of the
month [not necessarily
last month.]

Duheruuka kubábona.

We saw them not long
ago.

Duheruuka gushika.

We arrived recently.

Aheruuka gukíra.

He recovered/She had
a baby recently.

Ejó nzoov_a i Bujumbura ubw_o'
iimpéruuka.

Tomorrow I will leave
Bujumbura for the
last time.

UNIT 28

BASIC DIALOGUE

	-ziinduka (-ziindutse)	to go early in the morning: to dawn
1A	Uyu muusi haaziindutse naabi.	The weather was bad at dawn this morning. ('Today dawned badly.')
2A	Ngira ng _o imvur _a iragwa. -íirirwa (-íiriwe) urufuuri (11)	I think it's going to rain. to last all day bad weather: cloudy but not rainy
3B	Irashobora kutagwa, mugabo hakiirirw _a urufuuri.	It may not rain, but it will be cloudy all day.
4A	Ubimeny _a ute?	How do you know (it)?
5B	Ndaab _a ibicu.	I look at the clouds.
6A	Noone birya bicu si ivy _a iimvura?	Aren't those clouds rain- clouds?
7B	Eego, mugabo ntibiremye caane.	Yes, but they aren't (very) heavy [enough].
8A	Noone reero hagwa imvura nke kuk _o ibicu bitaremye. umuyaga (3, 4)	So it will rain little (rain) since the clouds are not heavy. wind

- 9B Oya, ntiwuumv_a uyu
muyaga? Niwo
uvyiirukana ntibiroonk_e
umwaanya wo kurema
ngo bigwemw_o imvura.
-bwíira (-bwíiye) to tell
- 10A Ico nico kibikubwiira
gusa?
agashuúhe (12) heat characterized by
humidity
ikirééré (7, 8) atmosphere pl. means
environment (?)
surroundings
- 11B Oya, ntiwuumva k_o ataa
gashuuhe kari mu
kireere.
2.
hárya by the way
- 12C Harya iki ni iki mu
Kiruundi?
ikiraato (7, 8) shoe
- 13D Ivyo s_i ibiraato?
It's a pair of shoes, isn't
it?
- 14C Nsubiriramwo. Sinuu-
mviise.
Again, please? I didn't get
it.

3. mugéenzi courteous appellation
- 15E Mbega harya mu Kiruundi By the way, is mugéenzi
different from umugéenzi
in Kirundi?
‘mugeenzi’ birataa-
ndukaanye n_a
‘umugeenzi’?
- 16F Caane nyene. Yes indeed!
-úbaha (-úbashe) to respect
- 17F Mugeenzi n_i ukuvuga Mugéenzi means (‘is to say’)
‘sir’ or ‘madam’ when you
are addressing someone whom
you respect very much.
‘sir’ caanke ‘madame’
ubwira uwo wuubashe
caane.
- 18E Ntiwoombarir_a ingene Please tell me how I ask
[my] way in case I get
lost.
mpava mbaz_a inzira ni
nazimira?
-raangira (-raangiye) to show
- 19F Uhez_e ugir_e uti: Then you say, ‘Show me the
way to Kitega.’
ndaangir_a inzira iroor_a
i Gitega.
- 20E Noone ntaa kuundi Isn’t there any other way
that you say it?
mubivuga?
uburyó (14) way
- 21F Hari uburyo bw’inshi bwo There are many ways to say
it.
kubivuga.

4.	umwáarimú (1, 2)	teacher
22G	Mwiigiishwa n _a aabaarimu baangaaha?	How many teachers are on your faculty? (‘By how many teachers are you taught?’)
23H	Har _i abiigiisha bashika miroong _o itaanu. umwiírabure (1, 2) umweéra (1, 2)	There are about fifty teachers. a black person a white person
24G	Ni abiirabure caanke n _i abeera? uruvaánge (11, 10)	Are they black or white? mixture
25H	N _i uruvaange.	They’re mixed.
26G	Abeenshi ni baande? ubwiínshi (14)	Which are in the majority? amount, quantity
27H	Bameze nk _a abaangana mu bwiinshi.	They’re about equal in number.

-
- 1A Uyu muúsi haaziindutse náabí.
2A Ngira ng_o imvúr_a iragwa.
3B Irashóbora kutágwa, mugábo hakiirirw_a urufuuri.
4A Ubimenyu úte?
5B Ndaab_a ibicu.
6A Nooné bírya bicu ‘si ivy_a ímvúra?

- 7B Eegó, mugábo 'ntibiremyé caane.
- 8A Nooné reeró hagwa imvúra nké kuk' ibicu bitaremyé.
- 9B Oya, 'ntiwuuv' uyu muyaga? 'Niwó vyírukana 'ntibíroonk' umwaánya wó kurema ngo bigwémw' imvúra.
- 10A Ico 'nicó kibikúbwiira gusa?
- 11B Oya, 'ntiwuuv' k' ataa gashuúhe karí mu kirééré.
- 12C Hárya iki 'niikí mu Kiruúndi?
- 13D Ivyo 's' ibiraato?
- 14C Nsubirirámwo. Sinuumvíise.
- 15E Mbéga hárya mu Kiruúndi 'mugéenzi' biratáandukaanye n' 'úmugeenzi'?
- 16F Caane nyéne!
- 17F Mugéenzi 'n' ukuvúga 'sir' caanke 'madame' ubwíira uwó wuubáshe caane.
- 18E Ntiwoombarir' ingéne mpava mbáz' inzira 'ni nazimíra?
- 19F Uhez' ugir' utí: ndaangir' inzira iroor' i Gitéga.
- 20E Nooné 'ntaa kuúndi mubivúga?
- 21F Hari uburyó bwiínshi bwó kubívuga.
- 22G Mwiigiishwa n' áabáarimú baangáahé?
- 23H Har' abiígiisha bashiká miroong' itaanu.
- 24G 'Ni abiírabure caanké 'n' abeéra?
- 25H N' uruvaánge.
- 26G Abeénshi 'ni baandé?

27H Bameze nk_a ábaángana mu bwiínshi.

1. The use of the concord for Class 17 in Sentence 20.

Compare:

Ntaa kuúndi mubivúga?	Isn't there any other way that you say it?
Ntaa kuúndi muvugá?	Isn't there any other way that you speak?
Ntaa biíndi muvugá?	Isn't there anything [else] that you say [in addition to that]?

In the last of these sentences, it might be possible to say that the noun antecedent of /bi-/ in /biindi/ is something like 'ibiintu/ understood.' In the first two sentences, no such 'understood antecedent' can be found for /-ku-/ (Cl. 17) in /kuúndi/.

Compare also the sentence:

Ntaa { buryó buúndi } mubivúga?
 { buúndi buryó }

The phrases /buryó buúndi/ and /buúndi buryó/ are apparently freely interchangeable with /kuúndi/.

Exercise 1. [The student should complete these partially organized exercises, and then use them for practice.]

'Did he say it like this?'

Abivuze gútya?

'He said it some other way.'

Abivuz_e ukuúndi.

Yabivuze gútya?

Yabivuze ukuúndi.

Yabívuze gútya?

Yabívuze ukuúndi.

[kubigira, kuvyaandika, kuzíbiba, kuzóoza...]

Exercise 2.

Niwé yagizé gútya?

Yagiz_e ukuúndi.

Niwé yagiz_e' ukuúndi.

[kuvúga, gusoma, kugeenda, kumesuura, etc.]

Exercise 3.

Ntaa kuúndi mubivúga? Tubivuga gútyo gusa.

[gutéeka, kuvúga, gutéembeera, gukina, etc.]

2. The use of /-ti/ as in Sentence 19.

The stem /-ti/ is a verb stem, which takes the usual subject prefixes, though non-personal subject prefixes with /-ti/ are rare. This stem is not inflected in any other way, however. Its sole use is to introduce direct quotations:

Ati 'Ndashoonje.'	He says/said, 'I'm hungry.'
Azoovuga àtì ndashoonje.	He will say, 'I'm hungry.'
Azoogira àtì ndashoonje.	
Àmbàrìyè àtì ndashoonje.	He told me, 'I'm hungry.'

Exercise 4. The following three sentences illustrate the contrast between use of /-ti/ followed by an indicative verb, and /ko/ followed by a relative verb. The student should assemble a number of other sets of three sentences related to one another in this way, and then use them for practice.

Atì: 'Ndashoonje.'

Avuz_e at_i arashoonje.

Avuze kó ashoonjé.

3. Abstract nouns of Cl. 14.

Many adjectives, and many nouns which are not in Class 14, have counterparts in Class 14. The Class 14 noun is almost invariably abstract.

~iínshi	much, many	ubwiínshi	plural, amount
~níní	large	ubuníní	bigness
~tó	young	ubutó	youth
umusóre	bachelor, young adult male	ubusóre	bachelorhood, young adulthood (male)
umuuntu	person	ubuuntu	kindness
umuvyéeyi	parent	ubuvyéeyi	parenthood
umwíiraabure	negro	ubwíirabure	blackness
umuriinzi	guard	uburiinzi	protection
umwaámi	king	ubwaámi	kingship
umwáana	child	ubwaana	childhood
imfúra	oldest child	ubufúra	kindness

daatabuja boss, overseer ubuja slavery

Exercise 5. [The student should assemble further pairs of words, one member of each pair being an abstract noun of Class 14.]

Exercise 6. [The student should fill the blanks.]

~kũru	old(person), an elder	_____	power, authority
umurimyí	farmer	_____	agriculture
-menya	to know	ubumenyi	_____
~izá	good	_____	_____
umugabo	man	_____	adult manhood
amareengero	direction in which someone or some- thing disappeared	_____	west
_____	to become easy	ubwoórohe	softness

4. Negative infinitives.

Sentence 3 contains:

Irashóbora kutágwa. It may not rain.

Compare also:

Arashóbora kutáaza. He may not come.

Arashóbora kudáshika uyu
muúsi.

Arashóbora kutávuga.

Compare also:

Ntishobóra kugwa. It can't rain.

What are the rules for predicting the tone of the negative infinitive? Verify your statement by testing it with a number of other verbs, both high and low.

What is the rule for predicting whether the infinitive prefix will have the form /ku-/ or /gu-/? What is the rule for predicting whether the negative prefix will have the form /-ta-/ or /-da-/?

Exercise 7. [The student should assemble a number of additional sentences, useful in his own daily life, which contain negative infinitives.]

5. The hodiernal relative after /'ni/.

Sentence 18 contains a new use of /'ni/:

Ntiwoombarira ingéne mpava mbáza inzira 'ni nazimíra.

Please tell me how I ask [my] way in case I get lost.

cf. also:

N(zoo)gira ánte 'ni nazimíra?

What shall I do if I get lost? [-zoo- if beyond today]

Noogira ánte nzímiye?

What would I do if I get lost? [anytime]

Ngira ánte nzímiye?

What do I do when/if I'm lost?

but not:

*Noogira ánte 'ni nazimíra?

Use of the construction with /'ni/ plus a relative verb seems to be confined to instances where the action referred to is future. Comparable sentences where the action is not future have a participial verb (e. g. /nzímiye/) and do not have /'ni/.

Exercise 8. [The student should assemble additional sentences of this kind, and ascertain for each sentence the appropriate form of the second verb.]

UNIT 29

Unit 29 consists of a number of short dialogues on a variety of topics. They contain little that is new, either in vocabulary or in grammar.

Tones are not marked at all, and indication of vowel length is inconsistent. The English translations are rough, and even proofreading is incomplete. It is suggested that the student memorize each dialogue so that he can play either role in it fluently and without mistakes. After it has been memorized in this way, the dialogue may serve as the model for new sentences. Finally, one or two lines from each dialogue should be used as the starter for a series of free conversations.

1.

Bwakeye ga Yoha!

Good morning John!

Bwakeye neza ga Simo(ni).

Good morning Simon.

Ko wihuta n'amaki?

Why are you in such a hurry?

-ráaza

to leave unfinished over
night

Nihutira akazi narajije.

I'm hurrying (for) [to finish]
the work that I didn't finish
yesterday.

Ni vyiza, genda ukore.

Fine, go and work.

Simo(ni), turabonana hanyuma.

See you later, Simon.

Egome n'agasaga.

O.K., good bye.

2.

Ubona ar'isaha zingaha?

What time to you have?

Uzibariza iki?

Why do you ask?

Har'umuntu yantumiye.	(There is) someone (who) invited me.
Mbona ar'isaha y'icenda.	By my watch it is 3:00.
N'agasaga ndagiye.	Good bye. I'll be going. ('I've gone. ')
Egome genda n'amahoro!	O.K., have a nice time.
3.	
Mwaramutse.	Good morning.
Bwakeye. N'amaki?	Good morning. How are you?
Ndondera ibifungurwa. Mu- teka ibiki n'ibiki?	I'm looking for something to eat. What all do you have ('cook')?
Nguhe urupapuro vyanditseko?	Shall I give you the menu ('the paper where it is written down')?
Woba ukoze.	That would be kind of you.
Nshimye ibi.	I like these.
Mpa amazi.	Give me some water.
Nta disera mufise?	Don't you have any dessert?
Ziranditse ku rupapuro.	It's (written) on the menu.
Hagarara ndarugusubize.	Wait and I'll bring it back to you.
Urakoze.	Thank you.
N'agasaga.	Good bye.

4.

Ibitambara vy'amakostime biri
he?

Where are the fabrics for suits?

Ngibi, tora ico ushaka. Iki
ni ciza cane.

Here they are. Take what [ever]
you want. This one is very
nice.

Mbarira ingene mugurisha
iki gitambara.

Tell me how you sell this fabric.

Soma, biranditse.

Read. It is written.

Ntaburira igikwiye ikostime.

Cut off enough for a suit.

Urakoze.

Thank you.

Genda utange amafranga,
baguhe n'ibifungo.

Go and pay and they will give
you buttons.

Ubwire n'abandi ko ako keza
wagakuye aha iwacu.

Tell others that you got this
nice stuff here at our [store].

5.

Dufise abana batatu.

We have three children.

Turabakorera ivyo dushobora
vyose.

We do the best ('whatever') we
can for them.

Turabambika tukanabagaburira.

We clothe them and (moreover)
we feed them.

Umugoroba wose turabuhagira.

We give them a bath every evening.

Umwe muri bo n'umunyeshuli.	One of them goes to school.
Umwigisha wiwe yambariye ko yiga neza.	His teacher tells me he is doing ('studying') well.
6.	
Bwakeye.	Good morning.
Bwakeye neza.	Good morning.
Nitwa Yozefu, nturuka i Kitega.	My name is ('I'm called') Jo- seph, [and] I come from Kitega.
Nanje ndi Hari, nturuka i Ngozi.	And I'm Henri. I come from Ngozi.
I Ngozi havugwa amaki ga?	What is going on ('being said') in Ngozi?
Nasize havugwa ameza.	When I left everything was fine.
Woshima ko ndakwereka aho mba?	Would you like me to show you where I live?
Oo, woba untabaye!	Yes, that would be very nice of you.
Ngo tujane iyi nzira.	Come on, let's go this way (together).

7.

-ramukanya (~ramukanije)

to greet one another

Nagomba ng'uramukanye na

I'd like you to meet Henri.

Hari.

Amahoro neza ga Hari we!	How are you, Harry?
Amahoro neza ga Antonia we.	How do you do, Antoinette?
Uturutse he ga ntu!	Where have you come from, sir?
Niviriye mu kizungu.	I've come from the commercial ('European-style') [section].
utunyoóbwa (13)	a drink
Nkuronderere utunyoóbwa?	May I get you something to drink?
Urakoze, mbabarira ndihuta.	Thanks. Excuse me. I'm in a hurry.
8.	
Ngomba kuja i Ngozi.	I want to go to Ngozi. Could you tell me the way to go?
Ntiwombarira inzira nkurikira?	(...the way that I follow?)
Fata ibarabara rikuru rirora i Kigali.	Take the big highway that goes to Kigali.
Niryo rinshikana i Ngozi?	Is that the one that takes me to Ngozi?
Oya. Igisagara ugerako usohotse Ikibira n'Imisiyoni ya Bukeye.	No. The place that you will get to when you have passed Ikibira is Bukeye Mission.
-sohoka (-sohotse)	to get out of
-sígaza (-shígaje)	to leave a part of something
Nzoba nshigaje urugendo ru- ngana iki?	How far will I still have to go? ('How much of a journey will I still have left?')

-baandaanya (-baandaanije)

to go on

Runini. Ubandanye ugere mu
Kayanza. Ufate ibarabara
ry'i buryo lero, rikugeza
i Ngozi.

A long way. You go on until
you get to Kayanza. Then
you take the road to the
right, which takes you to
Ngozi.

Ibarabara rimeze rite.

How is the road?

Ricamwo imiduga myinshi,
kandi ni ryiza.

There's a lot of traffic, but
it is good.

9.

Mu Burundi amabarabara ni
menshi?

Are roads are numerous in
Burundi?

Ee, none ibisagara vyose na
zamisiyoni ntibifantanijwe
n'amabarabara?

Yes, aren't all the centers of
populations and the missions
linked by roads?

Yose none ameze nk'aya y'i
Bujumbura?

Are all of them like the ones
(of) at Bujumbura?

kaaburimbo (9)

macadam

Oya nta kaburimbo, kandi
amwe amwe ni mato mato
cane.

No, they're not macadam, and
some are quite narrow.

10.

ntabwo	[a negative word; first sentence has verb in immediate relative; last has verb in hodiernal participial form.]
Ntabwo uturuka muri Amerika?	Aren't you from America?
Egome cane nd'Umunyamamerika.	Yes, indeed, I'm an American.
Waje ino ryari?	When did you come here?
Naje mu kwezi gushize.	I came last month.
Mu kuza waje muki?	How did you come? ('In coming...')
Mu kuza, naje muu ndege.	I came by plane.
Uzomara ino igihe kingana gute?	How long will you stay here?
Ntabwo ndabizi.	I don't know.

11.

Injira!	Come in!
Ndaguhaye bwakeye.	(I give you) good morning.
Bwakeye neza.	Good morning!
Nshobora kubonana na Direkiteri?	Could I see the Director?
Hinga ndabe, afise ivy'akora vyinshi.	Wait and I'll see. He has a lot to do.

Wamubaza iki?	What did you [have to] ask him?
-saba (-savye)	to ask for, request
Namusaba 'bourse' yo kuja kwiya muri Amerika.	I asked him [for] a scholarship to go to study in America.
-úzuza (-úzuje)	to fill out
Genda urya mukarani aguhe impapuro zo kwúzuza.	Go to that clerk and he will give you some forms to fill out.
Urakoze, n'agasaga.	Thank you. Good bye.
Genda amahoro.	Good luck.
12.	
Nshaka kwiga Ikirundi.	I want to learn Kirundi.
Numva ukivuga neza. Wata- nguye kucigira ino none?	I've heard that you speak it well. Did you begin the study of it here?
~kéeyá	few, little
Oya, naje nzi gikeya.	No, I knew a little when I came.
Urumva iyo abarundi bavuga?	Do you understand it when the Barundi people speak?
Imfura yanyu n'umuhungu canke n'umukobwa?	Is your oldest child a boy or a girl?
N'umwigeme.	She's a girl.
Yavutse ryari?	When was she born?
Yavutse mu mirongo ine n'indwi.	She was born in '47.

itariki (9, 10)	date (of month)
Hari kw'itariki zingahe?	What date?
Hari ku wa cumi n'icenda w'ukwezi kwa Mayi.	It's (on) May 19.
Aba hehe?	Where does she live?
Abana n'abavyeyi bacu. umurimo (3, 4)	She lives with our parents. employment, work, job
Arafise umurimo?	Does she have a job?
Haba namba.	No, she doesn't.
None akora iki?	Then what does she do?
Araciga amashuri.	She's still (studying) [in] school.
13.	
Yiga hehe?	Where does she study?
Yiga i Bujumbura.	She studies in Bujumbura.
Yigishwa na bande?	Who teaches her?
Yigishwa n'Ababikira bera. -táanga (-táanze)	She's taught by the White Sisters. to pay
Amafranga ayatangirwa nande?	Who's the tuition paid by?
Abavyeyi barayamutangira.	[Our] parents pay it for her.
Uri n'abavyeyi batunze.	You have rich parents.
Ntibatunze cane.	They're not so rich.

Mbe barafise akazi?	Do they have jobs?
Barakora.	[yes,] they work.
Bakora bose uko ari babiri?	Do they both work?
Bose barakora.	(Yes,) they both work.
Bakora hehe?	Where do they work.
Bakora mu biro.	They work in an office.
emwe	!
Emwe bafata amafaranga menshi!	Say, they get a lot of money!
Arabaye.	It's enough.
Bafata akwiye.	They get enough.
None ayo mafaranga yose baya- koza iki?	How do they use all that money?
Barayareresha abana babo.	They use it to rear their chil- dren.
Barabagurira indya bafungura, impuzu bambara, ibitabu biga n'ivyo basoma.	They buy them the food they eat, the clothes they wear, the books they study and those they read.
umuryàango (3, 4)	family, kinship group
-téera (-téeye)	to reach, to throw, sow
Umuryango wawe urateye imbere cane.	Your family is very advanced.
-shírwa (-shízwe)	to be satisfied
Ariko ntiturashirwa.	But we are not satisfied.

14.

Mbe uriga?

Are you a student? ('Do you study?')

Egome, maze imyaka ine muri
koleji.Yes, I've had four years of
secondary school.

Wiga muri koleji iyihe?

What school do you study at?

Niga muri koleji y'i Bujum-
bura.I study in the Bujumbura secon-
dary school.Abanyeshuli mwigana bangana
iki?

How many students in a class?

Turi cumi n'indwi mw'ishuli
yanje.There are seventeen of us in
my class.

Abo mwigana bava hehe?

Where do the members of the
student body come from?

Baturuka nka hose mu Burundi.

They come from just about every-
where in Burundi.

Mwiga ibiki n'ibiki?

What all do you study?

igiharuro (7, 8)

a mathematics problem
or exerciseTwiga ibiharuro, igifransa
icongereza, ikidagi
n'ikilatini.We study math, French, English,
German and Latin.

Turigishwa n'ibindi vyigwa.

We study other courses.

15.

-tégerezwa (-tégerejwe)

to be required, obliged

Mw'ishuli mutegerezwa kuvuga
uruhe rurimi?

What language are you supposed
to speak in school?

Ikifaransa kirategerezwa.

French is required.

Abanyeshuli barakunda igifransa?

Do the students like French?

Abenshi n'abagikunda.

Most of them (are ones who)
like it.

Mufise amashuli y'Ikirundi
angahe mu ndwi?

How many Kirundi classes do
you have a week?

16.

igitabu (7, 8)

modern-style book
[used by some speakers
in distinction to
/igitabo/, formerly
'an altar']

Mbe murigurira ibitabu?

Do you buy your own books?
('Do you buy books for
yourselves? ')

-táanga (-táanze)

to give

Bimwe tubigurirwa n'abavyeyi
ibindi bitangwa na Koleji.

Some of them are bought for us
by our parents; others are
given by the school.

-tóoza (-tóogeje)

to finish

Uzotoza amashuli ryari?

When will you finish your school?

Nshigaje imyaka ibiri muri Koleji.	I still have two years in secondary school.
Utogeje Koleji uzoja he?	Where will you go when you have finished secondary school?
Nzogerageza kugenda muri université.	I'll try to go to a university.
17.	
Muranywa inzoga y'ikizungu?	Do you drink European beer?
Abarundi benshi barayinywa. -ánka (-ánse)	Many Barundi people drink it. to dislike
Mugabo hari abandi bayanka.	But there are others who don't like it.
None wewe ukunda inzoga y'Ikirundi?	Do you like Kirundi beer?
Jewe nywa inzoga y'Ikirundi n'iy'Ikizungu.	I like Kirundi and [also] European beer.
Mugabo inzoga z'Ikizungu zirazimba.	But European beer is expensive.
Zitwa ngo iki?	What are they called?
'Primus' ni yo nyinshi.	'Primus' is the biggest ('the abundant') one.
Ikorerwa hehe iyo 'Primus'?	Where is 'Primus' made?
'Primus' ikorerwa i Bujumbura.	'Primus' is made in Bujumbura

icúpa (5, 6)	bottle
Icupa rigurwa amafaranga	Twenty five or thirty francs.
mirongo ibiri n'atanu canke	
mirongo itatu.	
ibiréenga (8) (cf /-réenga/)	higher (to go beyond)
Mu mahoteli icupa rigurwa	In the hotels, a bottle is
amafaranga mirongo itatu	35 francs or more.
n'atanu n'ibirenga.	
ikiguzi (7, 8)	price, cost, charge
Ino ibiguzi ntibingana no	Prices here are not so high
muri Amerika.	as in America.
ukúri (17)	the truth
Uvuze ukuri.	You are right.
18.	
Ikirundi ni kimwe mu Burundi	Is Kirundi the same throughout
bwose?	Burundi?
-gáaniira (-gáaniriiye)	to converse
impáande (9, 10)	part, section
Uriga Ikirundi uzoganira uko	Study Kirundi [and] you will con-
ushaka mu mpande zose	verse on whatever subject
z'Uburundi.	you like in all parts of
	Burundi.

Mbe Ikirundi kiragoye kwiga?	Is Kirundi hard to learn?
-shíruka ubuté (-shírutse...)	to be zealous, diligent
Ntikigoye cane ku wushiruka ubute.	It is not hard for one who applies himself.
-ítako (-ítaayeko)	to do with vigor
Nzogerageza kucitako.	I'll try to work hard on it.
Ushatse nzokwigisha.	If you like I'll teach you.
Urakoze cane!	Thank you very much.
Ariko ndi n'umutwe ugumye.	But I have a thick skull.
Nzogerageza kukwumvisha.	I'll try to make you understand.
Ndagukengurukiye, mugenzi.	Thank you, sir!
Uzonkengurukira hanyuma.	There's time for that later.

19.

Aha ni ho ngishika i Bujumbura.	I've just arrived in Bujumbura.
Ndondera uwomfasha.	I'm looking for someone who might help me.
Urondera ugufasha kugira gute?	What kind of help do you want? ('You are looking for someone who helps you to do what?')
Sindamenyera i Bujumbura.	I haven't gotten acquainted with Bujumbura.
Ukeneye iki none?	What do you need?
Nkeneye ibintu vyinshi.	I need a lot of things.

None nogufasha nte?

How might I help you, then?

Ntabara unyereke inzira ija
ku mahoteli.

Please show me the way to the
hotels.

20.

Ihoteli uyisanga inyuma
y'ibanki.

You'll find the hotel on the
far side of the bank.

Mbe ugomba ihoteli yose ubonye!

Do you want whatever hotel
you see? (i.e. just any hotel)

Narondera ihoteli itazimba.

I'm looking for an inexpensive
hotel.

Mbe igihugu cawe n'ikihe?

What is your nationality?

Ukeka ko mva hehe?

Where do you think I come
from?

-sá [no perfective stem]

to resemble

Usa n'Umunyamerika.

You look like an American.

Wabimenye.

You guessed it!

Ubu ni ho ugishika?

You're just now arriving?

Nta munsu ndamara ino.

I haven't been here a day yet.

21.

Hari amahoteli azimba
n'ayandi atazimba.

There are some hotels that are
expensive, and others that
are not.

Muri hoteli Paguidas batanga amafaranga 300 kw'ijoro.	At the Paguidas they pay 300 F a day.
Ahandi ho n'angahe?	How much is it elsewhere?
Mu yandi mahoteli ararenga.	In other hotels it is more.
Erega n'ino ibintu birazimba.	Even here things are expensive.
Ariko ibintu ntibizimba nko muri Amerika.	But things are not so expensive as in America.
ikiringo } (7, 8) ikiringo }	time, moment
Ibiribwa vy'ikiringo kimwe bigurwa angahe?	How much is a meal?
Bigurwa 100 canke 150.	It costs 100 F or 150 F.
22.	
Mbe urafise umwanya w'ugutembera?	Do you have time to go for a walk/ride?
Egome, ndawufise.	Yes, I have (it).
Ukunda gutemberera hehe? incúti (9, 10)	Where do you want to go? relatives
Ku bagenzi no ku ncuti.	To my friends and relatives.
Mbe umenyana na benshi?	Do you know many [people]?
N'abatari bake.	A good many. (With those who are not few.)

23.

Abavyeyi bawe bafise abana
bangahe?

How many children do your
parents have?

Bafise abahungu batandatu,
n'abakobwa babiri.

They have six boys and two
girls.

Emwe muri benshi!

Say, there are a lot of you!

Mu Burundi abana umunani si
benshi.

In Burundi, eight children
isn't many.

Hariho abavyeyi barenza abana
cumi.

There are parents who have
more than ten children.

UNIT 30

Like Unit 29, Unit 30 makes heavy demands on the student. It consists of a series of brief paragraphs on historical and political matters. Each paragraph appears as a series of numbered sentences. The sentences are followed by a series of questions and answers.

Unit 30 has two purposes. The most obvious is the introduction of new vocabulary. The second, and more important, is to demonstrate a method by which newspapers and other written material can be used in continuing the study of the language beyond this brief series of lessons.

A. Iyva keera vy'i Burundi.

1. Tumanya ivya keera vy'i Burundi kuva mu mwaaka wa 1850.
2. Umwaami waa mbere w'Uburuundi yari Ntare.
3. Bavuga ko yahaanganye ku ngoma imyaaka myiinshi.
4. Amazina y'Abaami b'i Buruundi n'aaya: Ntare, Mutaga, Mweezi na Mwaambutsa.
5. Ntare avyaara Mweezi, Mweezi akavyaara Mutaaga, Mutaga nawe akavyaara Mwaambutsa.
6. Abaruundi barakuunda abaami baabo.
7. Mu Buruundi barubaha Umwaami rwoose.
8. Ico avuze boose baragikurikiza.

Utubazo ku vyaakeera vy'i Buruundi.

1. Mbe turaazi ivyaa keera vy'i Buruundi? Egome, ariko ivya keera caane ntavyo tuuzi.
Mbe twaari tuuzi ivyaa keera vy'iico gihugu imbere ya 1850?
Oya, na ababizi babizi nka imigani.

Twaataanguye kubimenya ryaari? Haari nko mu mwaaka
w'1850.

Wiize ivyaa keera vy'igihugu caawe heehe? Navyiize
mw'ishuri.

2. Umwaami waa mbeere w'Uburuundi yari Mwaambutsa?

Oya ntavyo nzi neeza.

Mbe haarabaaye umwaami yiitwa Ntare mu Buruundi?

Egome ni umwe mu bami ba keera.

Uyo mwaami yamaze imyaaka ingaaha ku ngoma? Yahaanganye
ku ngoma imyaaka myiinshi.

3. Naangwa yararamvye ku ngoma? Egome (or) Caane.

Ntare yamaze imyaaka 60 atwara Uburuundi? Oya daata.

Noone wiyumviira ko Ntare yatwaaye akangana iki?

Kuumbure yatwaaye nk'imyaaka 50.

Umwaami yamusubiiriye ku ngoma nii nde? N'Umuhuungu
wiwe mweezi yamusubiiriye.

4. Uraazi ku mutwe amazina y'abaami bo mu Buruundi? Si
menshi cane.

Amazina yaabo arareenga ane? Oya n'ayo nyene.

Umwaami waa mbeere yiitwa nde? Umwaami waa mbere
yiitwa Ntare.

5. Naangwa Mutaaga yavyaawe na Mweezi? Caane.

Mbe uwavyaye Ntare waa mbeere uramuuzi? Oya n'ivyo bavuga mu migani ntibisobanutse neza.

Mweezi weewe avyaarwa naande? Avyarwa na Ntare.

Mwaambutsa ava kuri nde weewe? Ni mweene Mutaaga.

6. Woomenya abaruundi bakuunda abaami baabo? Abenshi bazi ko atari umwami nta wundi yoshobora gutunganya igihugu.

Abaami baatsiindiye ikindi gihugu atari Uburuundi?

Oya da.

Noone abatwaara mu Buruundi ni baande muri iki gihe?

Umwaami Mwaambutsa IV ni we ari ku ngoma, mugabo

hatwaara kandi hategeka Leeta y'Uburuundi

B. Abazuungu bashika mu Burundi.

1. Mu mwaaka w'i 1881 ni ho abapatri beera baashika mu Rumonge.
2. Rumonge n'igisagara kiri ku nkoombe y'ikiyaga ciitwa Taanganika.
3. Abo bapatri bamaze imisi mikeeyi mu gihugu c'i Buruundi.
4. Abaruundi baciye babica.
5. Mbee baabahooye iki?
6. Abaruundi ntibaari bwaboone abeera, bagira ngo n'abaansi caanke ngo n'ibikooko.

7. Babliciye muu nzu baari bagandikiyemwo.
 8. Babiciishije amacumu n'inyaampi.
 9. Imbere y'aabo Bapaatri beera abaandi Bazuungu baari
baarashitse mu Buruundi.
 10. Mu mwaaka w'i 1859 ni ho Richard Burton, na John Speke
baashika kuri Tangaanika.
 11. Bahamaaze amayinga makeeyi gusa.
 12. Bavuuye mu Buruundi baciye bageenda mu biindi
bihugu vyo muri Afrika.
 13. Haheze imyaaka cumi n'iitatu ni ho Livingston na
Stanley batuura mu Buruundi.
-
1. Mbee turaazi aho abapaatri beera baashika mu Rumoonge?
Egome.
Abapaatri baashitse mu Burundi ryaari?
Baashitse mu Buruundi (bashikiye mu Rumoonge) muri
1881.
 2. Igisagara ca Rumoonge uraazi aho gihere reye?
Caane.
Noone woombwiira aho ico gisagara kiri?
Rumoonge kiri kuu nkoombe y'ikiyaga ciitwa Taanganika.

3. Mbeeye abapatri baashitse mu Buruundi muri 1881 baara-raambiyeho? Oyaa ntibahamaze igihe kinini.
Bahaabaaye imiinsi ingaaha noone?
Baahaamaze imiinsi mikeeyi caane.
4. Noone baciye basubira inyuma iwaabo ga?
Oya ntibasubiye inyuma, kandi nta n'ahandi baroye.
Noone baaroye heehe?
Abaruundi baarabiishe.
5. Woomenya baabiciye ububi?
Ekaa umengo nta kibi bariko.
Baabahooye iki noone?
Abaruundi baagira ngo abo bapatri n'aabaansi b'igihugu.
6. Noone ntivyavuye kuko mu Buruundi bataari bwaboone abeera? Bamwe bamwe ni ko babivuga, ariko simbizi neza.
Mbeeye baabiita abaantu none?
Abaruundi bamwe baagira ngo abo bazuungu n'ibikooko, abaandi baabiita abaansi.
7. Baabiciye heehe?
Baabatsiinze mu rusaago rwaabo.
Mbeeye baari bagandikiye kure y'ikiyaga Tanganika?
Oyaa hari ku nkombe yaco.

8. Noone baabiiciishije inkooho?

Oya ntazo bari bafise.

Noone baabiishe bate?

Baabaateeye amacumu babarasa n'inyaampi.

9. Ubwo imbere y'aabo Bapaatri nt'abaandi beera baari bwa-

tuure mu Buruundi? Aboongeleza babiri bari baarashitseho.

Uraazi amazina yaabo noone?

Nkeka ko ari R. Burton na J. Speke.

10. Aboongeleza Richard Burton na John Speke baashitse

muri Afrika ryaari? Baashitse muri Afrika mu mwaaka
w'1859.

Abo Boongeleza baarashitse mu Buruundi?

Egome, barageze ku kiyaga Tanganika.

11. Baarahatevye caane noone?

Oyaaye ngirango si cane.

Baahamaze igihe kingana iki?

Baahamaze nk'amayiringa maakeeyi gusa.

12. Aho baviiriye mu Buruundi baaciiye basubira mu

Bwoongeleza noone? Oyaaye.

Baarahejeje bageenda hehe?

Baagiiye kugeenduura ibiindi bihugu vy'Afrika.

13. Hariho uwuundi muzuungu w'umwoongeleza yooba yarabakurikiye

muri Afrika? Egome.

Uyo muzuungu yaari nde?

Yiitwa Livingston yaari kumwe n'uwuundi mwoongeleza Stanley.

C. Abadaagi mu Buruundi.

1. Mu mpera z'ikinjana c'icumi n'iceenda ni ho Abadaagi bashika mu Buruundi no mu Rwaanda.
2. Aho abaruundi baboneye abo banyamahaanga baciye batangura kubarwaanya.
3. Muri ico gihe Mweezi Gisaabo ni we yari ku ngoma.
4. Abaruundi n'Abadaagi bamaze imyaaka barwaana, barahava barumvikana.
5. Umwaami n'abaganwa n'abagabo baremera kubana n'abo banyamahaanga.
6. Bamaze kwumvikana n'Abaruundi, Abadaagi baciye bagereera i Bujumbura.
7. Mu mwanka w'i 1899 Abadaagi bashinze ikibaanza c'Abasirikari i Bujumbura.
8. Bujumbura ni co gisagara gikuru c'Uburuundi.
9. Abadaagi ntibatevye mu Buruundi.
10. Baahamaze nk'imyaaka miroongo ibiri gusa.
11. Batwaye ico gihugu gushika indwaano iteere.
12. Intwaro basanzeho ni yo bagumijeho.
13. Baretse guhindura intwaro n'imigenzo y'Abaruundi kuko basanze ari vyiza bitakwiye guhindurwa.

14. Indwaano aho itereye mu bihugu vyose hari 1914.
15. Abadaagi aho batsindiwe baciye bava mu Buruundi.
16. Aho Abadaagi baari mu Buruundi no mu Rwaanda ni ho
Abaruundi n'Abanyarwaanda bamenyeerana n'Abazuungu.
17. Ariko lero Abazuungu ntibari benshi muri ivyo bihugu.
18. Abaantu batari bake bo muri ivyo bihugu baraaba
Abazuungu nk'ibikooko.
19. Muri icyo gihe Uburuundi n'Urwaanda vyaari bifise kimwe
umwaami waaco ikindi umwaami waaco.

Abadaagi mu Buruundi.

1. Abadaagi aho baashika mu Buruundi no mu Rwaanda
urahaazi?
Ego caane.
Abo Bazuungu baaturuuye mu Buruundi ryari?
Baahaashitse mu mpera z'ikiinjana ca cumi n'icenda.
2. Aho abadaagi bashikiye abaruundi baarabakuunze?
Oya, hari uwukunda uw'atazi ikimuzanye.
Noone baageendewe bate mu mibaano yaabo?
Abaruundi baabaanje kurwaanya abo banyamahaanga.
3. Muri icyo gihe Umwaami yaari kuu ngoma yaari inde?
Mweezi gisabo ni we yari kuu ngoma.

Mbeeye uyo Mweezi Gisabo yaararaambiye ku ngoma?

Rwoose.

4. Noone Abaruundi n'Abadaagi baarahavuye baruumvikana barareka kurwaana?

Ego, ariko babanje kugera mu mitwe.

Baarwaanye imyaaka myiinshi caane?

Oya, nta ntwaro bari bafise zo kubandanya indwano.

5. Abeemeye kubaana n'abo banyamahaanga ni baande?

Umwaami, abaganwa n'abagabo ni bo bahaavuuye

bakeemera kubaana n'abo banyamahaanga.

Abo badaagi baashitse ubwambeere mu Buruundi baari

beenshi caane?

Oyaa, baje nk'inzeduka.

6. Aho buumvikaaniye n'abaruundi abadaagi baciye bagereera heehe?

Barahejeje bagereera i Bujumbura.

Mbeeye Bujumbura ni co gisagara gikuru c'Uburuundi?

Egome, ni ho n'abakuru ba leta bari.

7. Aho abadaagi baashiinga ikibaanza c'abasirikaare i Bujumbura haari ryaari?

Ikibaanza c'Abasirikaare caagereerewe mu mwaaka wa 1899.

Muri icyo gihe hari abasirikari benshi babaruundi
noone?

Oyaa nta n'abari bariho.

8. Igisagara gikuru c'Uburuundi ni ikihe?

Igisagara gikuru c'Uburuundi ni (Usumbura) Bujumbura.

Mbeeye i Bujumbura ni ku kiyaga Taanganika?

Ni ku nkombe yaco.

9. Noonega Abadaagi baaratevye mu Buruundi?

Oyaa.

10. Baahaamaze nk'imaaka ingahe?

Ari myinshi ni miroongo ibiri gusa.

11. Aho indwano ya mbere y'isi yose yateera Abanyamahaanga

baatwara Uburuundi bari baande?

Bari abadaagi kuko ariho baatwaze Uburuundi

gushika ku ndwano ya mbere y'isi yose.

N'ukuvuga ko bavuye mu Buruundi aho bawabonye

1 eero?

N'uko.

12. Mbeeye bariigeze bahindura intwari basanzeho?

Oya.

Noone bagenze gute?

Bakurikije intwari yari isanzwe mu Buruundi

turetse tumwe tumwe bawabonye.

13. Ni kuki bataahiinduye imigeenzo n'iintwaro muri icyo gihugu?

Baaretse kubihindura kuko baasaanze bimeze neeza.

Nta n'umwanya ukwiye bahamaze.

Noone baarahejeje barashiima rwose imigeenzo y'Abarundi?

Ego caane.

14. Indwaano yo kwizi yose yateeye mu mwaaka uwuhe?

Indwaano yateeye mu bihugu vyose muri 1914 gushika muri 1918.

Noone mu Burundi no mu Rwaanda naho indwaano yarahashitse?

Oyaa!

15. Abarundi n'abanyarwaanda.

16. Noone abazuungu baari beenshi muri ivyo bihugu?

Oyaa bari ku rushi.

Abazuungu baariho baashika baangahe?

Baari bakeeyi baashika ku gitigiri gitooyi.

17. Muri ivyo bihugu abaantu baaraba abazuungu bate?

Abaantu bo mu Burundi no mu Rwaanda baaraba abo

Bazuungu nk'ibikooko.

Noone Abarundi n'Abanyarwaanda baaraba baagira ngo

Abazuungu n'abaantu?

Oya namba.

18. Mbeeye muri ico gihe Uburuundi n'Urwaanda vyaari bifise kimwe umwaami waaco ikiindi umwaami waaco?

Ego.

Noone ivyo bihugu uko ari bibiri vyaariigeze bigira umwaami umwe abigaba vyoose?

Abaami baanye ari babiri umwe mu Buruundi uwuundi mu Rwaanda.

D. Ababiligi mu Buruundi no muu Rwaanda.

1. Mu mwaaka w'igihuumbi amajana iceenda na cumi na gataandatu (1916) niho Abadaagi baava mu Buruundi.
2. Inaama ya Versailles yagizwe muri 1919.
3. Iyo Naama ni yo yagabaanganije ibihugu bitaari bwaaronke intaaha y'ukwikuukira.
4. Ibihugu vy'i Bulaya vyaatsiinze iyo Ndwaano yo muri 1914-18 vyaaciye bigaabaangana ibihugu vyo muri Afrika.
5. Uburuundi leero n'Urwaanda vyaaciye bitwaarwa n'Ububiligi.
6. Ububiligi muri ico gihe ni bwo bwaatwaara Koongo.
7. Noone leero Ababiligi baatwaaye Uburuundi n'Urwaanda kuva 1919.
8. Duharuye imyaaka baategetse ivyo bihugu dusaanga itareenga miroongo ino n'umwe.
9. Koongo n'igihugu kibaangikanye n'Uburuundi n'Urwaanda.

10. Na co nyene caatwaarwa n'Ububiligi.
11. Abaruundi n'Abazuungu baataanguye kumenyeerana aho
Abeera babeereye beenshi muri Africa yo hagati.
12. Abirabure baaciiye bareka kwiita abazuungu ibikooko.

D. Ababiligi mu Buruundi no mu Rwaanda.

1. Abadaagi baavuuye mu Buruundi ryari?

Baavuuyeho mu mwaaka igihuumbi amajana iceenda
na cumi na gataandatu.

Baabirukanye indwaano imaze guhera noone?

Oyaaye, indwano ntiyarangiye muri 1918.

2. Mbeeye ni inde azi umwaaka Inaama ya Versailles
yagiriwemwo?

Iyo Naama yagizwe muri 1919.

Mbeeye Inaama ya Versailles ntiyagizwe indwaano

y'ibihugu vyoose yaaheze?

Egome.

3. Mbeeye iyo Naama haari ico yakoze kiraaba Uburuundi
n'ibiindi bihugu?

Caane.

Iyo Naama yagize iki noone?

Inaama ya Versailles yagabaanganije ibihugu bitaari
bwaaronke intaaha y'ukwikuukira.

4. Noone ibihugu vyaagabaanganije ibihugu ntwaarwa urabizi?

Egome.

Ibihugu vyaatsiindiye indwaano ya 1914-18 vyaagize
bite i Versailles?

Vyagabaanganye ibiindi bihugu vyaari bigitwaarwa
n'abanyamahaanga muri ico gihe.

5. Uburuundi n'Urwaanda na vyo baarabigabaanganye noone?

Egome.

Vyaaciiye bitwaarwa n'ikihe gihugu noone?

Ububiligi ni bwo bwaashikirijwe Uburuundi bugerekako
Urwaanda.

6. Mbeeye ababiligi hari ikiindi gihugu baatwaara muri

Afrika muri ico gihe?

Ime.

Ikiindi gihugu baagaba caari ikihe noone?

Muri ico gihe ababiligi ni bo baagaba Kongo Mbiligi.

7. Hariho uuzi aho Ububiligi bwataanguriye gutwaara ivyo

bihugu vyaahora bigabwa n'Abadaagi?

Egome.

Baabitwweye kuva ryaari noone?

Baabitwaaye kuva mu mwaaka w'1919.

8. Womanya imyaaka baategetse ivyo bihugu uko ingana?

Duharuuye imyaaka dusaanga ari nka miroongo ine

n'iine gusa n'ukuvuga kuva mu mpera y'indwaano

nkuru muri 1918 gushika muri 1962 aho nya bihugu

vyikuukiira.

Noone iyo myaaka baahamaze ni mike?

Oyaa.

9. Mbeeye igihugu ca Kongo giherereye heehe?

Kiri mu bureengeru bw'Uburuundi ni Urwaanda

hakurya y'ikiyaga ciitwa Tanganika.

Ababiligi baaratevye muri Kongo mbee?

Rwoose.

10. Kongo caatwaarwa n'Ababiligi?

Egome.

Noone Ububiligi bwaashikirijwe Kongo mu gihe kimwe

n'Uburuundi?

Oyaa, aho ababiligi baashikiira Uburuundi baari

bamaze imyaaka myiinshi baatwaara Kongo mbiligi.

11. Abaruundi n'Abazuungu baataanguye kumenyeerana ryaari?

Baataanguye kumenyeerana aho abazuungu babeereye

beenshi muri Afrika yo hagati.

Noone baari baaratevye kumenyeerana n'abo banyamghaanga?

Rwoose caane.

12. Abirabure baaretse kwiita abazuungu ibikooko ryaari?

Aho abirabure bamaariye kumenyeerana n'Abazuungu
baarahavuuye baarabona ko ari abaantu.

Mbeeye baarabaaye bakibiita ibikooko?

Oyaa.

E. Intwaaro mu Buruundi ku ngoma y'Ababiligi.

1. Mu biraaba intwaaro Ababiligi baakurikije imigeenzo
y'ikiruundi baahaasaanze.
2. Twihweeje iyo migeenzo y'ikiruundi tubona ko umukuru
mu ntwaaro y'igihugu yari umwaami.
3. Muunsi y'umwaami haari abaganwa.
4. Abaganwa nabo baakwirikirwa n'abatwaare.
5. Abatwaare leero baafashwa n'abalongoozi aribo biita
abahamagazi.
6. Uko ni ko intwaaro yari imeze mu Buruundi no mu Rwaanda.
7. Haheze imyaaka ibiri caanke itatu intwaaro y'Abaganwa
n'Abatware iciiwe i Buruundi n'i Rwaanda.
8. Nta baganwa, nta batwaare ntibaasohowe, baararuukijwe
gusa.

9. Abaganwa batwaara mu Buruundi baari miroongo itatu na bataandatu.
10. Abatwaare biitwa ivyeegeera vy'abaganwa. Baaraashika ku majana.
11. Abaganwa bakuukira amateritwaari.
12. Amateritwaari yoose mu Buruundi yashika iceenda gusa: Bururi, Bubaanza, Bujumbura, Gitega, Muhiinga, Muramvya, Ngoozi, Rutana, Ruyigi.
13. Umukuru wa teritwaari yari Musitanteeri yeera.
14. Musitanteeri ni we yagaba abaganwa boose bakukira iteritwaari atwaara.
15. Musitanteeri yaba muri Teritwaari.
16. Abaganwa nabo baaba mu matoongo yabo.
17. Zina muganwa weese yategeka abatwaare baatwaara mu gihugu ciwe.
18. Amategeko yashingwa n'Umwaami na Leeta yaraanguuzwa n'abaganwa n'abatwaare babo.
19. Leeta n'umwaami baashinga amategeko y'igihugu, igihugu kikayashikirizwa n'abakuru baandi.
20. Abatwaare batwaara ibice bito bito vy'igihugu.
21. Akazi kabo kaari ak'ugushikiriza abantu amajaambo yavuzwe na Leeta n'ugukoresha imilimo Leeta yategetse.

22. Mu bikorwa vyinshi abaroongoozi ni bo bashikiriza
abaantu ivyatagetswe.
23. Uburuundi bugizwe n'ibihimba bikuru bikuru iceenda:
Bulagane, Bututsi, Buyogoma, Buyenzi, Bweeru,
Imbo, Mugaamba, Kilimiro.

Intwaaro mu Buruundi ku ngoma y'Ababiligi.

1. Mbeeye Ababiligi baarahinduye imigeenzo basaanze mu
Buruundi mu vy'intwaaro?

Oya.

Noone baageenjeje bate mu gutegeka ico gihugu?

Baakurikije imigeenzo baahasaaanze.

2. Mbeeye umukuru mu ntwaaaro yari inde muri ico gihe?
Umwaami ni we yari mukuru mu biraaba intwaaro y'ico
gihe.

Mbeeye noone yari afise abamufasha gutwaara n'ugutegeka
igihugu?

Rwoose.

3. Mbeeye abaakurikira mu bukuru mu ntaara baari baande?

Abaganwa ni bo baakurikira mu bukuru.

N'ukuvuga ko baari ivyegeera vy'Umwaami leero?

Ee.

4. Mbee haarigeze haba abatwaare mu Buruundi?

Egome.

Abatwaare baakora iki?

Abatwaare baari ivyegera vy'abaganwa.

5. Abalongoozi baakora iki boobo?

Abalongoozi aribo bahamagazi baategeka mu kibanza
c'Abatwaare.

Noone leero baari intumwa z'abatwaare?

Egome.

6. Intwaaro yo mu Rwaanda nayo yari ifise abatwaare
n'abaganwa noone?

Ime.

Ivyo bihugu leero vyaari bifise intwaaro zimwe?

Mu biraaba abaami, abaganwa n'abatwaare imigeenzo
y'ivy' bihugu yarasa.

7. Noone ubu intwaaro y'abaganwa n'abatwaare iracaariho
muri ivyo bihugu?

Oya da.

Iyo ntwaaro yaciwe ryari noone?

Haheze imyaaka nk'itatu iyo ntwaaro iciwe mu
Buruundi no mu Rwaanda.

8. Noone ga abaganwa n'abatwaare baarasohowe?

Oyaye.

Noone baabakojeje iki ko bataasohowe?

Nt'abaganwa, nt'abatwaare ntibaasohowe, baariicaritswe
gusa.

9. Uraazi igitigiri c'abaganwa baatwaara mu Buruundi?

Egome.

Baari baangahe noone?

Abaganwa baari miroongo itatu na bataandatu.

10. Abatwaare baari beenshi boobo noone?

Egome.

Baari nka bangahe?

Baaraashika ku majana.

11. Mbeeye abaganwa bakuukira Amateritwaari noone?

Egome.

Amateritwaari yagabwa n'abaganwa bangahe?

Iteritwaari imwe yagabwa n'abaganwa batatu gushika
kuri bataandatu.

12. Amateritwaari mu Buruundi yari angahe?

Yoose hamwe yaarashika iceenda.

Uraazi amazina y'ayo materitwaari?

Egome.

13. Umukuru wa teritwaari yari musitanteeri noone?

Egome.

Musitanteeri yari Umubiligi caanke Umuruundi?

Musitanteeri yari Umuzuungu.

14. Ni inde yagaba abaganwa boose baakuukiira iteritwaari?
Musitanteeri ni we yagaba abaganwa boose baakuukiira
iteritwaari yiwe.
Baari ivyegeera vyawe leero?
Egome.
15. Mbeeye hariho uzi aho Musitanteeri yaba?
Ime.
Yaba heehe noone?
Musitanteeri yaba muri teritwaari.
16. Abaganwa boobo baba heehe?
Abaganwa baaba mu matoongo yaabo.
Amatoongo yaabo yari mu sheferi yaabo nyene?
Egome.
17. Umuganwa yategeka abatwaare abaahe?
Umuganwa weese yategeka abatwaare bo mu ntaara
yawe gusa.
Hari umuganwa yaraafise ubukuru ku batwaare b'uwuundi
muganwa?
Oyaa.
18. Amategeko y'umwaami na Leeta yaranguuzwa na baande?
Yaranguuzwa n'abaganwa n'abatwaare.
Leeta ni yo yitegekera noone?
Ekaaye.

19. Ni baande baashiinga amategeko?

Umwaami na Leeta ni bo baashiinga amategeko
y'ikihugu.

Noone si abaganwa n'abatwaare baayaashikiriza abaantu?

Caane.

20. Abatwaare baategeka ibice bingaana iki?

Baategeka ibice bito bito vy'igihugu.

Baanganya n'abaganwa noone?

Namba.

21. Akazi k'abatwaare kaari akaahe?

Baashikiriza igihugu amajaambo ya Leeta.

Mbeeye ni bo baakoreesha imilimo Leeta yataanze?

Egome.

22. Abalongoozi boobo baakora iki?

Nabo nyene baashikiriza abaantu ivyaavuzwe
n'abakuru ba Leeta.

Abalongoozi leero baavugira abatwaare?

Caane.

23. Uburuundi bugizwe n'ibihiimba bikuru bikuru bingahe?

Bugizwe n'ibihiimba iceenda.

Urabiizi noone?

Egome caane - Bulagane, Bututsi, Buyogoma,

Buyenzi, Bweeru, Imbo, Kilimiro, Mugaamba, Bugesera.

KIRUNDI

GLOSSARY

[Words are alphabetized by the first letter of the root, regardless of presence or absence of prefixes. In order to make the listing easier to follow, the words have been spaced so that the first letters of the roots form a straight vertical column on the page.]

-A-

~aabo 3D	their
iw-áacu 6D	at [my] home ('at ours')
umu-nya-afiriká (1,2)	African (person)
umw-áaka (3,4) 6D	year
-akiira (-akiiriye) 26D	to take from someone
-aambara (-aambaye) 15D	to wear
ic-aámbarwa (7,8) 1SV	clothing
umu-nya-ameeriká (1,2) 1D	American (person)
umw-aámi (1,2) 27D	king
umw-àampi (3,4) 30	arrow
ic-aámwa (7,8) 14SV	piece of fruit
-aandika (-aanditse) 2D	to write
-aandikiisha (-aandikiishije) 2D	to cause, to write
-aandura (-aanduye) 18D	to contract (a disease)
~aanje 1D	my
-áanka (-áanse) 26D	to refuse, dislike
umw-áansi (1,2) 30	enemy
umw-aánya (3,4) 13D	period of time
umw-áarabú (1,2) 1SV	Arab
aríko 5D	but
umw-áarimú (1,2) 28D	teacher
atári 23D	except

BASIC COURSE

-aambika (-aambitse) 29	to clothe
ivy-aátsi (8) 21D	grass
~aawe 3D	your (sg.)
-B-	
ba 19D	(an emphatic particle)
-bá (-báaye) 7BD	to be, to reside
haba (cf./-bá/'be') 22D	there is
-babarira (-babariye) 4D	to forgive
umu-baaaji (1,2) 7BD	carpenter
i bu-baámfu 12D	to the left
-báana (-báanye) 7BD	to live together, live with or near
-baandaanya (-baandaaniye) 29	to go on, continue
uru-báangaangwé (11, 10) 1SV	bicycle
-báangikana (-báangikanye) 30	to be parallel, neighboring to
i-baánki (9,6 or 10) 1D	bank
umu-báano (3) 30	living together
iki-baánza (7,8) 30	place, square
-báririra (-báriye) 14D	to tell
-bárizira (-báriye) 29	to ask
aka-baati (12,14) 25D	closet, cupboard
-baaza (-baaje) 3D	to work wood, to carve
ubũ-bi (14) 30	ugliness, evil
-bíba (-bívye) 23D	to plant [small seeds]
-bira (-bize) 18D	to boil
iki-bira (7,8) 24D	dense forest

KIRUNDI

~biri 7BD	two
uwa-ká-biri 2SV	Tuesday
umu-birigi (1,2) 1SV	Belgian (person)
i-biro (8,8) 1SV	office
~bísi 14SV	unripe, green, raw
bó	they
umu-Bo (1,2) 1SV	someone from a particular part of Burundi
bóobó	they
im-bóga (9,10) 14D	vegetables
-bóna (-bóonye) 1D	to see, get
-bónana (-bónanye) 16D	to see one another
-bóneka (-bónetse) 17D	to be visible
-bora (-boze) 14SV	to rot
umu-booyi (1,2) 2SV	houseboy
u-bu 2D	now
i bu-baámfu 12D	to the left
búkeeye 14SV	the following day
-búra (-búze) 24D	to lack, fail to find
i bú-ryo or: iburyó 12D	to the right
im-búto (9,10) 23D	plant, seed, fruit
i-buye (5,6) 24D	stone
-búza (-bújije) 17D	to forbid
bwaakéeye 1D	(a morning greeting)
-bwíira (-bwíiye) 28D	to tell
u-bwo 22D	perhaps; a question word used in asking for verification
nta-bwo 29	(a negative word)

-C-

-ca (-ciiye) 12D	to turn, out
------------------	--------------

BASIC COURSE

<p>-ca plus participial verb 26D</p> <p>caane 5D</p> <p>´caanké 9D</p> <p>-ii-cara (-iicaye) 21D</p> <p>i-caasha 15SV</p> <p>i-ceénda 8SV</p> <p>igi-ceri (7,8) 15SV</p> <p>i-cí 22D</p> <p>aga-cu (12,13) 22D</p> <p>igi-cu (7,8) 22D</p> <p>i-cúmi 8SV</p> <p>i-cúmu (5,6) 30</p> <p>umu-cúungwá (3,4) 14SV or: umucuúngwa</p> <p>i-cúpa (5,6) 29</p> <p>-cúra (-cúze) 3D</p> <p>in-cúti (,10) 29</p>	<p>to do right away</p> <p>very, much</p> <p>or</p> <p>to be seated</p> <p>5 franc piece</p> <p>nine</p> <p>coin</p> <p>dry season</p> <p>small cloud</p> <p>cloud</p> <p>ten</p> <p>spear</p> <p>orange</p> <p>bottle</p> <p>to work metal</p> <p>relative</p>
-D-	
<p>da 17D</p> <p>in-dagara (9,10) 14SV</p> <p>iki-daági (7) 29</p> <p>umu-daándaza (1,2) 7SV</p> <p>daatá (1) 7SV</p> <p>daatabuja (1) 15SV pl. baadaatabuja (2)</p> <p>n-dé 5D</p> <p>in-deége (9,10) 13D</p> <p>in-dero (9,10) 25D</p> <p>in-dímu (9,10) 14SV</p>	<p>(emphatic particle)</p> <p>(small) fish</p> <p>German (language)</p> <p>merchant</p> <p>my father</p> <p>overseer</p> <p>who?</p> <p>airplane</p> <p>education</p> <p>lemon</p>

KIRUNDI

i-dirísha (5,6) 25SV	window
umu-dúga (3,4) 2SV	automobile
-duuga (-duuze) 4D	to climb, go up
in-dwaano (9,10) 30	fight, battle
in-dwáara or:	sickness
in-gwáara 18D	
in-dyá (9,10) 18D	food
-E-	
ic-eegeera (7,8) 30	lieutenant, understudy
eegó 1D	yes
ejó or: ějo 2D	yesterday, tomorrow
eka 22D	no!
umw-eembe (3,4) 14SV	mango
or: umweembe	
émwe 29	(expression of astonishment)
mw-eéne(wáacu) (1,2) 7BD	my sibling of the same sex
-éera (-éeze) 23D	to ripen
umw-eéra (1,2)	a white person
erega 26D	also; an expression of surprise
-éreka (-éretse) 12D	to show
ak-éezá (12) 24D	beauty, a pretty thing
(cf. niizá)	
ukw-éezi (15,6) 6D	moon, month
-F-	
i-faraánga 13D	money, francs
or: ifaraanga (5,6)	
igi-faraánsa (7) 6D	French (language)
-fásha (-fáshiye) 5D	to help
-fata (-fáshe) 12D	to take, get
-fátanya 29	to connect with one
(-fátaniye)	another

BASIC COURSE

i-fí (9,10) 14SV	(large) fish
-fita (-fise) 5D	to have
umu-freére 25D	[religious] brother
igi-fuungo (7,8) 29	button
-fuungura (-fuunguye) 15SV	to eat
umu-fúniko (3,4) 19D	cover of a kettle
im-fúra (9,10) 9D	firstborn
uru-fuuri (11) 28D	bad weather: cloudy but not rainy
im-fyísi (9,10) 24SV	hyena
-G-	
-gaba (-gavye) 27D	to administer
-gabaanganya (-gabaanganije) 30	to divide up
-gabanya 27D (-gabanije)	to divide
-gabira (-gabiye) 14D	to give as a gift
umu-gabo (1,2) 7SV	(married) man
-gaburira 19D (-gaburiye)	to feed
umu-gaambwe (3,4) 27D	political parties
uru-gaánda (11,10) 1SV	factory, workshop
-gaandika (-gaanditse)	to stay
-gaandikira (-gaandikiye) cf. -gaandika 30	to stay temporarily
umu-gáni (3,4) 30	proverb, fable
-gáaniira 29 (-gáaniriiye)	to converse
ga-ntuu 11D	form of address used when name doesn't come readily to tip of tongue
umu-gánwa (1,2)	chief, head of a 'chefferie'

KIRUNDI

i-gaári (or: i-gaäre) (5,6) 1SV	bicycle
aka-gáruka (12) 26D	a returning
-garuka (-garutse) 2D	to return (intransitive)
ha-găti 24D	in the middle of
ga-tóoyá 18D	a little
ubu-gavyi (14) 27D	government
-gaya (-gaye) 15SV	to be dissatisfied
-geenda (-giiye) 2D	to go
-geendesha 2SV (-geendesheje)	to cause to go, to drive a car
uru-geendo (11,10) 13D	journey
-geenduura 30 (-geenduuye)	to explore, inspect
in-géne 14D	how?
-geenza (-geenjeje) 2D	to cause to go
mu-géenzi 28D	courteous, appellation
umu-geenzi 9SV	friend
umu-geenzo (3,4) 30	custom
-gera (-geze) 1D	to arrive
-gera (-geze) 14D	to weigh, measure in some fashion
-gerageza (-gerageje) 21D	to try
in-gerégere (9,10) 24SV	gazelle
-gerera (-gereye) 14D	to weigh for
-geza (-gejeje) 24D	to cause to arrive, escort to a determined point; to test, try
irĩ-gi (5,6) 16D	egg
-gira (-gize) 2D	to do
iki-gó (7,8) 21D	an enclosed back yard
uru-go (11,10) 3D	farm

BASIC COURSE

in-goma (9,10) 30	drum; kingship
-goomba 19D	to want, desire, lack
(-goomvye)	
in-goona (9,10) 24SV	crocodile
umu-göre (1,2) 7SV	woman, wife
-goora (-gooye) 5D	to give difficulty
iki-góori (7,8) 23D	maize
umu-górooba (3,4) 22D	sunset, evening
-goroora (-gorooye) 2SV	to iron
~gúfi 5SV	short
in-gúge (9,10) 24SV	monkey
-guma (-gumye) 21D	to stay
-gura (-guze) 14D	to buy, sell
in-gurube (9,10) 14SV	pig
gusa 6D	only
gu-te 12D	(to do) how?
iki-guzi (7,8) 29	price
-gwa (-guuye) 22D	to fall
in-gwá 6SV	chalk
in-gwáara (9,10) 18D	sickness
or: in-dwáara	
in-gwe (9,10) 24SV	leopard
-H-	
a-ha 3D	here
-há (-háaye) 13D	to give
(h→p after m)	
-hágarara (-hágage) 29	to wait
hagăti (9) 24D	in the middle of
umu-hámagazi (1,2) 30	lowest rank in traditional administration
umu-hana (3,4) 26D	the area around a dwelling

KIRUNDI

-hanaantuka 24D (-hanaantutse)	to fall from high above
uru-haánde (11,10) 11D	side, part
-haangaama 27D (-haangaamye)	to ascend the throne
haanyuma 11D	after that
haanzé 22D	outside
ibi-harage (8) 18D	beans
hari 3D	there is, there are
-íi-hariza (-íiharije) 24D	to have a thing by oneself
haruguru 24D	up there
igi-háruuro (7,8) 29	a mathematics problem
há-rya 28D	by the way
haasí 24D	down, below
shika haasí 17D	to sit down
-hava (-havuuye) 21D	to do as a consequence
~he 6D	which?
--hé 3D	where? (enclitic)
igi-he (7,8) 6D	time
héehé 13D	where?
heejuru 4D	above
-hema (-hemye) 17D	to make fun of
-héra (-héze) 9D	to come to an end
ama-héra 4D	towards
ama-hěra (6) 7BD or: amahera	money
-héraheza 23D (-héraheje)	to finish completely
umu-hérerezi (1,2) 9SV	youngest child, last born
-héza (-héjeje) 18D	to finish
igi-hiímba (7,8) 30	part, half

BASIC COURSE

umu-hiíndi (1,2) 1SV or: umuhiíndí	Indian
-hiindukira 12D (-hiindukiye)	to turn
-hiindura 30 (-hiinduye)	to change
hiingá (or: hiingé) 18D	wait!
i mu-híra 23D	in the hills
mu-híra 1SV	home
-híishira (-híishiye) 14SV	to ripen
-híta (-híse) 22D	to be finished
-híta (-híse) 13D	to take, bring in passing
-híiye (see /-sha/)	
je-hó 26D	concerning me
hogi 19D	let's go
ubu-homa (14) 18D	dirtiness
ama-hoonda (6) 18D	sorghum
-hóra (-hóze) 18D	to become cool (food or liquid)
-hóra (-hóze) 18D	to always do
-hóora (-hóoye) 30 cf. -hòora (-hooye)	to harm someone for a purpose to avenge
ama-hóro 29	peace
bu-hóro 4D	slowly, softly, gently
igi-húgu (7,8) 23D	country, region
umu-huúngu (1,2) 7SV	son, boy
umu-Hútu (1,2) 1SV	a Hutu person
-hwahuka (-hwahutse) 5SV	to become light in weight
umŭ-hwi (3,4) 14SV	banana

KIRUNDI

-I-

-ibagiira (-ibagiye) 4D	to forget
-iicara (iicaye) 21D	to be seated
-íicira (-íiciye) 30 cf. -íica (-íishe)	to kill (applicative form)
-íiciisha 30 (-íiciishije)	to kill by means of, cause to kill
-íga (-íze) 5D	to learn
umw-íigeme (1,2) 7SV	girl
umw-íigisha (1,2) 5D	teacher
-íihariza (-íiharije) 24D	to have a thing by oneself
-íhuuta (-íhuuse) 26D	to hurry
-íihweeza (-íihweeje) 30	to examine
i-me (or:/me/) 26D	yes
~iingáahé 6D	how many?
ingéne 14D	how?
ingo 15D	come!
-ínjira (-ínjiye)	to come into, enter
~íinshi 3D	many, much
-íipfuuza 24D (-íipfuujije)	to wish (for)
umw-íirabure (1,2) 28D	a black person
-íirirwa (-íiriwe) 28D	to last all day
-íiruka (-íirutse) 22D	to run
umw-íishwa (1,2) 7SV	man's sister's son or daughter
-ítakó (-ítaayekó) 29	to do with vigor
-ítegereza 27D (-ítegereje)	to watch, supervise
-íza 5D	to teach
~izá 1D	good

BASIC COURSE

-J-

-ja (-giiye) 4D	to go
i-jana (5,6) 13D	hundred
-jaana na... 13D (-jaanye na...)	to go together with
-jaanwa (-jaanywe) 24D	to be brought
je	I
je-hó 26D	concerning me
jeewé 1D	I
i-jíisho (5,6) 24D	eye
i-joro (5,6) 17D	evening
ibi-juumpu (8) 18D	sweet potatoes

-K-

in-ká (9,10) 14SV	cattle
-kaba (-kavye) 14SV	to grow stale, wilted, etc.
káaburiimbo (9) 29	macadam
umu-kámyi (1,2) 7SV	milkman
i-kamyo (9,10 or 6) 13D	truck
kaáandi 15D	and
-kanya (-kanye) 22D	to be cold
ama-kára (6) 19D	coals
-káraba (-káravye) 15SV	to wash hands and/or face
i-káraámu (5 or 9,6) 6SV	pen, pencil
umu-káraáni (1,2) 2D	clerical worker
i-károóti (9,6 or 10) 14D	carrot
-kaata (-kaase) 14SV	to be bitter, sour
umu-káaté (3,4) 17D	bread
~ké 3D	few
-kéeka (-kéetse) 29	to suppose, suspect
-kena (-keneye) 2D	to be in need

KIRUNDI

-keengurukira 29 (-keengurukiye)	to thank someone
kéera 23D	long ago, far in future
~kéeyá 24D	few
bú-keeye 14SV	the following day
i-kí 3D	what?
iki-lomeetéro (7,8) 13D or: ikiromeetéro	kilometer
-kina (-kinye) 21D	to play
i-kiínga (5,6) 1SV	bicycle
-kíra (-kíze) 26D	to recover from illness
-kíriza (-kírije) 26D [applicative of /-kíza/ 'to cure']	to cure for
kó 14SV	that (used to introduce an indirect statement)
umu-koóbwa (1,2) 7SV	daughter, girl
in-koofeero (9,10) 21D	hat
kóko 19D	truly
igi-kóokó (7,8) 30 cf. aga-kóokó (12,13)	animal, insect
in-kóko (9,10) 14SV	chicken
igi-kóokó (7,8) 24D	wild animal
-kómaanga 14SV (-kómaanze)	to knock
in-koombe (9,10) 30	bank, shore
-komera (-komeye) 9D	to be in good health
-komeza (-komeje) 11D	to continue one
in-kóno (9,10) 19D	pot
umu-nyée-koóngo (1,2) 1SV	Congolese (person)
-kóra (-kóze) 1D	to do, work
-kórera (-kóreye) 3D	to work for, at, etc.

BASIC COURSE

-kóreesha 18D (-kóreesheje)	to use
ibi-kóreesho	
vyó ku méezá (8) 25SV	tableware
kóza (-kójeje) 19D	to eat with condiments
kubwá 27D	according to
kukí 18D	why?
-kúukira (-kúukiye) 30	to pertain to, be a part of, be subject to
kukó 14Sv	because
kuumbúre 30	maybe, probably
-kúunda (-kúunze) 4D	to want, like
-kúundira 22D (-kúundiye)	to like for
-kúura (-kúuye) 18D	to make for
-kúura (-kúuye) 18D	to remove, extract
kure 13D	far
~kǔru 8SV	old
ama-kǔru (6) 25D	news
mu-kǔru (1) 7BD	elder, senior
-kwíira (-kwíiye) 15D	to suit
-L-	
leeta (9,10) 30	government
iki-lomeetéro (7,8) 13D or: ikiromeetéro	kilometer
-M-	
madaámu 16D	Madame
maamá (1,2) 7SV	my mother
I-máana 25D	Supreme Being
ubu-manuko (14) 11D	[to the] south
-mara (-maze) 6D	to end, terminate, finish, spend time

KIRUNDI

-maarúme (1,2) 7SV	mother's brother
i-máshiíni (9,10) 2D	machine
mbe 5D	(a question word)
mbéega 17D	(a question word)
i-mbere 30	before
mberé 18D	in fact
uwaa-mbere 2D	Monday ('first')
i-me (or: /me/) 26D	yes
u-meenga 23D (or: umeengo)	I think, one might say
-menya 2D (-menye)	to know
-menyeera 12D (-menyereye)	to be accustomed to
-mènyeerana 30 (-menyeeranye)	to get acquainted with each other
-mera (-meze) 18D	to be in a certain state
-mesuura (-mesuuye) 2SV	to launder
i-meya 15SV	1/2 franc piece
a-méézá (6,6) 25SV	table
umu-Moso 1SV	(person from a certain part of Burundi)
mugábo 13D	but
umu-nya-mugaamba (1,2) 1SV	(person from a part of Burundi)
mu-géenzi 28D	courteous, appellation
i mu-hĩra 23D	in the hills
uwa-muúngu 2SV	Sunday
mu(ri) 1D	in
mwe	you (pl.)
~mwé 5D	one, same
ée-mwe 29	(expression of astonishment)

BASIC COURSE

mweebwé	you (pl.)
Mwéezi 30	name of a series of kings
-N-	
na' 3D	and
náabí 6D	badly
i-náama (9,10) 30	treaty
namáki 2D	'How are you?'
i-nánaási (9,10) 23D	pineapple
naangwá 30	or; is it true?
umu-naáni 8SV	eight
~ndi 3D	other
ndiikebaanuye 2D	good-by
i-ndwi 8SV	seven
~né 8SV	four
uwa-ká-ne 2SV	Thursday
-néezerwa 26D (-néezerewe)	to be pleased
~ngáahé 8D	how many?
-ngana (-nganye) 6D	to be equal to
ngo 19D	that
i-ngo 15D	come!
ikii-ngoroongoro (7,8) 15SV	5 franc piece
´ni 1D	is, are
~nini 8SV	large
ikii-njaana (7,8) 30	century
nka' 3D	like, as
i-nó 17D	here
´nooné 3D	now, then (expletive)
´nooného 4D	now
umu-nóta (3,4) 13D or: umunŭta	minute

KIRUNDI

i-nóoti (5,6) 15SV	banknote
'ntaa 16D	it is not, there is not [neg. of /'hari/ 'there is/are']
ntabwo 29	(a negative word)
ikii-ntu (7,8) 1SV	thing
umuu-ntu (1,2) 3D	person
ga ntuú 11D	form of address used when name doesn't come readily to tip of tongue
aka-nwa (12,13) 21D	mouth
imi-nwe (4) 27D	hands
i-nyama (10) 14SV	meat
umu-nyámahaánga (1,2) 30	foreigner, stranger
i-nyégamo (9,10) 25SV	chair
uru-nyegeri (11,14) 24SV	small black ant
nyéne 7BD	also
aka-nyoóbwa (12,13) 29	a drink
nyogókuru (1,2) 7SV	grandmother
nyoko (1,2) 9SV (pl. baanyoko)	your mother
i-nyoni (9,10) 24D	bird
i-nyuma (9,10) 7BD	behind, after
-nywá (-nyóoye) 18D	to drink
haa-nzé 22D	outside
-0-	
-óogeesha 18D (-óogeesheje)	to use in washing
ak-óogo (12,13) 24D	small stream
ubw-óoko (14,14 or 6) 15D	kind, sort
ivy-oóndo (8) 22D	mud

BASIC COURSE

umw-óonga (3,4) 23D	valley
-ongereza 8SV (-ongereje)	to add
ic-óongerezá 6D	English (language)
-óroha (-óroshe) 5SV	to become easy
-óroherwa 9D (-órohewe)	to be in good health
~óóse 7BD	all
oya 1D	no
-óza (-ógeje) 18D	to wash
-P-	
umu-páka (3,4) 24D	border, boundary
i-paámpa (5) 23D	cotton
im-paánde (9,10) 29	part, section
uru-paapuro (11,10) 6SV	sheet of paper
im-péembo (9,10) 26D	salary, wage, tip, reward
im-péra (9,10) 30	end
im-peéshi (9) 22D	beginning of dry season
-pfá (-pfúuye) 26D	to die
-pfáana (-pfáanye) 26D	to belong to the same kin group
-pfúka (-pfútse) 24D	to be fresh, cool
igi-pfúundikizo (7,8) 19D	cover, lid of a Kirundi pot
-íi-pfuuza 24D (-íipfuujije)	to wish (for)
i-pikipiki (9,6) 1SV	motorbike
-piima (-piimye) 16D	to test, measure
im-poongo (9,10) 24SV	antelope
umu-póorĩsi (1,2) 7SV	policeman
i-póosíta (9,6) 11D	post office
im-puúzu (9,10) 2SV	clothing

KIRUNDI

-R-

-raaba (-raavye) 16D	to examine
-raambira (-raambiye) 30 cf. -raamba (-raamvye)	to live long
-ramuka (-ramutse) 29	to start the day
-ramukanya 14SV (-ramukanije)	to greet one another
-raangira (-raangiye) 28D	to show
-raangira (-raangiye) 23D	to be exhausted, finished
-raanguura (-raanguuye) 30	to explain fully
iki-raato (7,8) 28D	shoe
Ubu-ráya (14) 23D	Europe
-ráaza (-ráajije) 29	to leave unfinished overnight
-reka (-retse) 17D	to stop doing something
ama-reembe (6) 25D	peace, tranquility
-remeera (-remeereye) 5SV	to become heavy
ibi-réenga (8) 29	higher, more
-réengaana 12D (-réengaanye)	to pass
ubu-réengero (14) 11D	[to the] west
-rera (-reze) 25D	to rear
~ree~re 8SV	tall
iki-réeré (7,8) 28D	atmosphere [pl. means environment, surroundings]
umu-rezi wáabáana (1,2) 2SV	child's nurse
-ri 1D	to be [defective stem]
atá-ri 23D	except
ukú-ri 29	truth
ibi-ríibwa (8) 17D	something to eat

BASIC COURSE

-rima (-rimye) 2SV	to cultivate
uru-rími (11) 5SV	tongue, language
pl. in-dími (10)	
-rimiisha 2SV	to cause to cultivate,
(-rimiishije)	to use in cultivating
umu-rimo (3,4) 29	employment
iki-rímwa (7,8) 23D	crop ('something cultivated')
-riinda (-riinze) 21D	to guard, protect
i-riingara (5) 5SV	Lingala
iki-riingo (7,8) 29	time, moment
or: ikiríingo	
ubu-riri (14,6) 25SV	bed
i-riitíro (9,10 or 6) 26D	liter
or: iriitíro	
ubũ-ro (14) 18D	millet
-roondera (-roondeye) 2D	to look for
-roonderera 15D	to look for, for someone
(-roondereye)	
umu-roongo (3,4) 8D	line
miroongo (4)	multiples of ten
umu-roongozi (1,2) 30	guide
(=umuhamagazi)	
-roonka (-roonse) 7BD	to receive, get
-rora (-roye) 11D	to direct oneself toward
-rorera (-rorereye/	to wait
-roreereye) 13D	
umu-róvyi (1,2) 7SV	fisherman
-rúhuuka (-rúhuutse) 21D	to rest, to be dismissed
-íi-ruka (-íirutse) 22D	to run
umu-Ruúndi (1,2) 1D	a Rundi (person)
-ruta (-ruse) 7BD	to pass, surpass

KIRUNDI

-rwaana (-rwaanye) 30	to fight
iki-nya-rwaanda (7) 5SV	Kinyarwanda (language)
umu-nya-Rwaanda (1,2) 1D	a Rwanda (person)
~ryá 21D	that over there
-ryá (-ríiye) 17D	to eat
há-rya 28D	by the way
-ryáama (-ryáame) 21D	to lie down
umu-ryáango (3,4) 25SV	door (the opening)
umu-ryaango (3,4) 29	family, kinship, group
-rwaanya (-rwaanije) 30	to fight, cope with
ryáarí 9D	when?
i bú-ryo or:i buryó 12D	to the right
-S-	
-sa [no perfective stem] 29	to resemble
~sa 15D	only, alone
-saba (-savye) 26D	to ask
i-sábuné (9,6) 18D	soap
or: isabũne	
i-safuriya (9,6) 19D	kettle
igi-sagára (7,8) 1SV	city, town
uru-sáago (11,10) 30	a temporary dwelling
i-sáha (9,6) 6D	hour
i-sáhaáni (9,6) 18D	dish, plate
ama-sáka (6) 23D	sorghum
i-sáandugú (5 or 9,6) 25SV	box, chest
-saanga (-saanze) 12D	to find, watch
umu-sáse (3,4) 15SV	midmorning
i-sáasita 17D	noon
i-seéngé	ivory (‘tooth of elephant’)
rya inzovu (5) 25SV	

BASIC COURSE

i-sereri (9,10) 14D	celery
ubu-seruko (14) 11D	[to the] east
-shá (-híiye) 14SV	to get ripe
-shaaka (-shaatse) 5D	to want, like
i-shaamba (5,6) 24D	jungle, rain forest
uru-sháaná (11) 22D	the principal rainy season (May)
~shaásha 16D	new, fresh
ubu-shaza (14) 18D	peas
(i)-sheeferi (9,6) 30	Fr. 'chefferie'
cf. i-ntaara (9,10)	domain of a traditional chief
urŭ-shi (11,6) 30	palm of hand, slap
mu-shíka(anje) (1,2) 7BD	boy's term for his sister
-shika (-shitse) 11D	to arrive
-shika haasí 17D	to sit down
-shiima (-shiimye) 15SV	to be satisfied
i-shímiízi (9,6) 15D	shirt
aga-shímiízi (12,13) 15D	shirt (in diminutive class, but here not referring literally to size)
-shiinga (-shiinze) 27D	to put a stick in the ground, to put in shape
umu-shíingamăteeká (1,2) 27D	legislator
-shira (-shize) 16D	to end, become exhausted in supply
aga-shírukabúte (12) 26D	fee, tip
-shíruka ubuté 29	to be active, diligent
(-shírutse)	
-shírwa (-shízwe) 29	to be satisfied
-shóboka (-shóbotse) 12D	to be possible
-shobora (-shobotse) 2D	to be able

KIRUNDI

shóobuja (1,2) 9SV (pl. baashóobuja)	employer, boss
umu-shófeéri (1,2) 2SV	driver
i-shu (5,6 or 9,10) 14D	cabbage
-shúuha (-shúushe) 18D	to become hot
aga-shuúhe (12) 28D	heat characterized by humidity
ubu-shuúhe (14) 24D	heat
umu-shuumba (1,2) 2D	servant
umu-nyée-shuúre (1,2) 6D	student
i-shuúri (5 or 9,6) 30	school
-shúusha (-shúuhije) 18D	to heat
haa-sí 24D	down, below
i-sí (5,6) 30	earth, world
umuú-si (3,4) 6D	day (24 hour period)
-sígá (-síze) 29	to leave behind
-sígaza (-sígaje) 29	to cause to stay, to leave a part of something
-síguura (-síguuye) 14SV	to explain
umu-sirikaare (1,2) 30	soldier
imi-síyoóni (4,4) 11D	mission
só (1,2) 9SV (pl. baasó)	your father
-sóbaanuka 30 (-sóbaanutse)	to be explained, explicable, to be sorted out
sogókuru (1,2) 7SV	grandfather
-sohoka (-sohotse) 29	to get out of
-sohorwa (-sohowe) 30	to be dismissed, fired
i-soko (5,6) 1SV	market
-soma (-somye) 2SV	to read
-soonza (-shoonje) 17D	to be hungry
umu-sóre (1,2) 8D	adolescent, bachelor

BASIC COURSE

-sóosa [perfective stem not common]	to be sweet, good-tasting
umu-sózi (3,4) 4D	mountain
-subiira (-subiye) 4D	to repeat
-suka (-sutse) 19D	to pour into
i-súka (9,6) 2SV	hoe
i-súkaári (9) 14D	sugar
i-suku (5) 18D	hygiene, cleanliness
-suumba (-suumvye) 6D	to surpass
umú-swa (3) 24SV	white ants
igi-swáahirí 5SV	Swahili (language)
-T-	
-tabaara (-tabaaye) 12D	to help
igi-tabo (7,8) 1SV	book
igi-tabo 6SV c úkwaandika (7,8) a	notebook
igi-tabu (7,8) 29	modern-style book [used by some speakers in distinction to /igitabo/, formerly 'an altar']
umu-táaga (3,4) 22D	noon, daytime
in-taáhe (9,10) 27D	judgment, oath
igi-taambara (7,8) 15D	cloth, material
-táambuka 11D (-táambutse)	to step over, pass
~taandátu 8SV	six
uwa-gá-taandátu 2SV	Saturday
i-taandukaaniro (5,6) 5D	difference
-táanga (-táanze) 25D	to give, pay
-táangura (-táanguye) 2D	to begin
igi-táangurirwá (7,8) 24SV	spider

KIRUNDI

~taanu 6D	five
uwa-gá-taanu 2SV	Friday
i-tára (5,6) 25SV	lamp, candle
in-taara (9,10) 30	country, region
in-táre (9,10) 24SV	lion
i-tárikí (9,10) 29	date (of month)
ibi-taro (8,8) 11D	hospital
aga-taási (12) 22D	season of early rains
~tatu 6D	three
uwa-gá-tatu 2SV	Wednesday
gú-te 12D	to do how?
-teba (-teve)	to stay long
in-tébe (9,10) 27D	seat
-téga (-téze) 22D	to receive (physically)
-tégeka (-tégetse) 27D	to make/ enforce laws
-tégeera (-tégeereye) 4D	to understand; to wait for
-tégerezwa (-tégerejwe) 29	to be required, obliged
ubu-tégetsí (14) 27D	power
-téeka (-téetse) 2SV	to cook
i-téeká (5,6) 27D	law
-téembeera 13D (-téembereye)	to travel around
-téembereza 21D (-téembereje)	to cause to go about
-téera (-téeye) 24D	to cause, to reach
-téerwa (-téewe) 24D	to be caused
-ti 14SV	special verb stem: 'said'
igĩ-ti (7,8) 21D	tree
igi-tígiri (7,8) 30	number (of things)
~tó 5D	small

BASIC COURSE

uru-toofanyi (11,10) 19D in-toofanyi (9,10)	potato
igi-tooke (7,8) 14SV i-toongo (5,6) 30	plantain cultivated fields, real estate
-toora (-tooye) 16D i-tóora (5,6) 27D	to choose election
uru-tore (11,10) 14SV ~toóto 14SV ga-tóoyá 18D -tóoza (-tóogeje) 29	eggplant fresh, green, unripe a little to finish
in-tózi (10) 24SV -tsíinda (-tsíinze) 27D -túma (-túmye) 23D	army ants to win to send
igi-túma (7,8) 1D in-túmwa (9,10) 30 -túunga (-túunze) 29 -túungaanya 30 (-túungaanije)	reason messenger to own to perfect, set right
igi-tuunguru (7,8) 14SV igi-tuúngwa (7,8) 1SV ubu-túunzi (14) 27D -túura (-túuye) 30 -turuka (-turutse) 3D	onion domestic animal economy to arrive to come from
umu-Tuutsi (1,2) 1SV igi-túutu (7) 21D n-tuuzé 5D	a Tutsi (person) shadow So-and-so
umu-Twa (1,2) 1SV umu-twáara (1,2) 27D in-twáaro (9,10) 27D twe	a Twa person, pygmy one who governs government we

KIRUNDI

umu-twé (3,4) 27D	head
tweebwé	we
ugu-twí (15,6) 22D	ear
gú-tyo 15D	like that
-U-	
-úbaha (-úbashe) 28D	to respect
-úbaka (-úbatse) 2SV	to build
umw-úubatsi (1,2) 7SV	builder
uru-ugi (11) 14SV	door (the object)
pl. inzuugi (10)	
umeenga 23D	I think; one might say
(or: umeengo)	
-úumuuka (-úumuutse) 19D	to get dry
-úumviikana 30	to understand one
(-úumviikanye)	another
ic-úumwéeru (7,8) 16D	week
-úumva (-úumviise) 4D	to hear, understand
umw-uúngere (1,2) 7SV	herdsman
-unguruza 26D	to give a lift
(unguruje)	
umu-únyu (3) 14D	salt
-úzuza (-úzuje) 29	to fill out
-V-	
-va (-vuuye) 13D	to go from
uru-vaánge (11,10) 28D	mixture
-viira (-viiriye) 29	to leave from;
	to leave at a certain
	time
umu-voomyi (1,2) 2SV	water carrier
vuba 1D	recently
im-vúbu (9,10) 24SV	hippopotamus

BASIC COURSE

-vúga (-vúze) 4D	to speak, say
umu-vuúkanyi (1,2) 7BD	sibling
iki-vuko (7,8) 1SV	port
im-vúra (9) 22D	rain
i-vuuriro (5,6) 1SV	hospital
vya 24D	(the area around')
-vyáara (-vyáaye) 9D	to give birth to, to beget
umu-vyáará (1,2) 7SV	maternal cousin
umu-vyéeyi (1,2) 7BD	parent
-vyúuka (-vyúutsa) 15SV	to get up
-W-	
wé 13D	you
wéese 30	each (Cl. 3)
wewé 1D	you (sg.)
wéewé	he, she
-Y-	
iki-yága (7,8) 24D	lake
umu-yaga (3,4) 28D	wind
´yamará 18D	but
iki-yíiko (7,8) 14D	spoon
-íi-yoza (-íiyogeje) 15SV	to bathe oneself
-Z-	
-zana (-zanye) 16D	to bring
in-zeeduka (9,10) 30	accident
-zi 2D	(see /-menya/)
aka-zi (12,13) 2D	work
amáa-zi (6) 18D	water

KIRUNDI

i-zíiko (5,6) 18D	stove
-ziimba (-ziimvye) 5SV	to become expensive
-ziimbuuka 5SV (-ziimbuutse)	to become cheap
-zímira (-zímiye) 11D	to get lost (of persons)
-zímurura 11D (-zímuruye)	reverse of 'to lose'
i-zína (5,6) 1D	name
-ziinduka 28D (-ziindutse)	to go early in the morning; to dawn
in-zira (9,10) 12D	way, path
in-zõga (9) 18D	beer
in-zóka (9,10) 21D	snake
in-zu (9,10)	house
i-zúuba (5) 21D	sun
umu-zuúngu (1,2) 1SV	European (person)
in-zúuzi (9,10) 24D	large river (cf. /urúuzi/ 'river')